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ABSTRACT

Case studies that describe the attempts of three colleges to improve institutional academic and program planning are presented. The institutions--Willamette University, Lorain County (Ohio) Community College (LCCC), and Ohio University--attempted to adapt and implement the planning process described in "A Handbook for Institutional Academic and Program Planning: From Idea to Implementation" (Kieft, Armijo, and Bucklew, 1978). The process has three major steps: (1) conducting a preplanning assessment, (2) describing the context for planning, and (3) implementing and operating the process. For each institution, background information is presented about its size, mission, and governance structure: past planning practices: and current institutional planning activities. Each institution's current planning practices are then evaluated. The emphasis on the case study of Willamette's experience is directed to preimplementation and initial implementation activities. In addition to developing a process similar to the one described in the "Handbook," LCCC integrated the planning process with management-by-objective procedures used by the college since 1973. Ohio University has a relatively complex planning process, initiated in 1976, that evolved simultaneously with the process set forth in the "Handbook." Sample questionnaire progress reports, excerpts from planning documents, and other descriptive materials are appended. (SW)

ED195221

Comprehensive Institutional Planning: Studies in Implementation

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Preface

These case studies document the experiences of three institutions—Willamette University, Lorain County (Ohio) Community College (LCCC), and Ohio University—in developing (or, in the case of Willamette, adapting), implementing, and revising the planning process described in *A Handbook for Institutional Academic and Program Planning: From Idea to Implementation* (Kieft, Armijo, and Bucklew 1978). Each case study contains its own assessment of the effectiveness of the planning process; however, since none of the institutions has used the process for more than three years, a long-term assessment cannot be made at this time.

The case studies are one of a series of NCHEMS publications on institutional planning designed for senior executives, researchers, and others interested in planning. In 1976, NCHEMS published the *Academic Unit Planning and Management* (Miyataki and Byers), a guide for using data about the functions, funding sources, and outcomes of academic units. In 1978, as part of its Institutional Academic Planning project, NCHEMS published *Academic Planning: Four Institutional Case Studies* (Kieft 1978), which documented exemplary institutional practice in planning and budgeting. Based on those case studies and related investigations, NCHEMS staff developed a planning paradigm, later described in *A Handbook for Institutional Academic and Program Planning*. For the convenience of the reader, portions of the *Handbook* have been included in the introduction to this volume.

Support for the Institutional Academic Planning project, including work on the present case studies, was provided by the National Institute of Education. In addition, the Northwest Area Foundation provided funds that enabled Willamette University to establish its planning process. Similarly, a grant from the Ohio Board of Regents permitted LCCC and Ohio University to improve their planning processes. Portions of the LCCC and Ohio University case studies have been reproduced from a report to the Ohio Board of Regents, *Identifying and Encouraging Exemplary Projects of Academic Planning and Budgeting* (Ohio Board of Regents 1979).

As a broadly based activity, planning usually involves scores of persons at any one institution. At each case-study institution, the planning process was implemented by institutional staff with limited assistance from NCHEMS consultants. It is, of course, impossible to acknowledge here all those administrators and faculty at Willamette, LCCC, and Ohio University who contributed, however indirectly, to this book. We can, however, thank the researchers and educators who have reviewed various drafts of the case studies: Ruth Johnson, Dean of Instruction, Arapahoe Community College; Donald Habbe, Academic Vice President, University of Montana; William M. Wiebenga, Provost, Wittenberg University; Melvin Orwig, Senior Vice President, Higher Education Assistance Foundation (and former Senior Associate Director of NCHEMS); and Richard Allen, Maryann Brown, and Kent Caruthers of NCHEMS. In addition, we are grateful to Nathan Gans for editorial advice and support; Penny Baskin, Trina Erst, Deborah Fulton, and Eileen Western for typing the various drafts; Lynn Phillips, for typesetting the book; and Clara Roberts, for supervising its production.

Introduction

Background

Widespread concern with comprehensive, systematic planning in American higher education is a relatively new phenomenon. Even though such planning has long been an accepted fact of government and corporate life, not until the last few years have administrators of most colleges and universities shown an interest in developing similarly systematic approaches to shaping the futures of their institutions. Until the end of the so-called era of growth, which occurred for most institutions during the 1970s, planning usually involved establishing new programs, acquiring new resources to support them, or both. Typically, planning was carried out by a few senior administrators, each responsible for a major function area (such as academic affairs, student affairs, budget, or physical plant). And in each area, planning usually proceeded with a limited awareness of similar activities in other areas and with little concern for compatibility.

During the last 10 years, however, this sometimes casual approach to planning has been rendered inadequate by the combination of static and even declining enrollments, persistent inflation, increased competition for funds (both public and private), and public doubt about the value of higher education. To chart their futures in the 1980s, colleges and universities now need to plan in a comprehensive, systematic fashion that integrates such traditionally disparate activities as program planning and budgeting.

Anticipating this need, the National Center for Higher Education Management Systems (NCHEMS) in 1973 instituted its Intrainstitutional Planning and Management project. The primary objective of the project was to help college and university administrators examine planning and management concerns at the various levels of program activity—department, school, college, and division. During 1973-74, project staff developed a faculty/activity matching model, subsequently incorporated in *Academic Unit Planning and Management Manual* (Miyataki and Byers 1976). Two years later, the scope of the project expanded to include institutionwide planning, and its name changed to the Institutional Academic Planning project.

The purpose of the Institutional Academic Planning project was to improve institutional academic and program planning. Initial project efforts resulted in the publication of *Academic Planning: Four Institutional Case Studies* (Kieft 1978), an in-depth investigation of planning processes in place at four representative institutions. In undertaking these case-study activities, the author intended first, to identify and more thoroughly understand the issues and complexities of managing institutional change through processes of planning and resource allocation; and second, to identify and document institutional practice that could guide other institutions in establishing their own planning procedures and processes. They succeeded in providing evidence that institutions can successfully plan academic programs with limited budgets.

A Planning Process

On the basis of *Academic Planning* and other research, NCHEMS staff began developing ways to help institutions design, develop, and implement planning processes. This work culminated in *A Handbook for Institutional Academic and Program Planning: From Idea to Implementation* (Kieft, Armijo, and Bucklew 1978). Designed primarily for institutions not engaged in extensive research, the *Handbook* is intended to help faculty and staff improve existing academic- and program-planning processes or design or implement new ones. It encompasses the entire range of planning concerns, from designing the process and conducting preliminary studies to implementing the process. That process is a general one, which can accommodate individual institutional circumstances, as the case studies in this volume indicate. In addition, the process is *comprehensive, program based,* and *long range*.

The comprehensiveness of the process is evidenced by its consideration of all of an institution's programs: instruction, student service, academic support, administrative service, financial aid, public service, research, auxiliary activities, and development (p. 3). The process is based on the conviction that especially "when resources are limited, priorities established and judgments made as part of systematic planning must determine budgetary decisions" (p.3).

The process is program based in that both proposals and decisions are program centered. Such proposals involve initiating, maintaining, improving, reducing, or deleting programs; such decisions concern allocating or reallocating resources. Through the process, resources are channeled to support program objectives and to respond to evaluations of program effectiveness. Systematic planning consists of the basic set of procedures through which an institution can determine its budget and allot its resources to its program commitments.

The process is long range in that it does not merely develop budgets for the coming fiscal cycle (the limited function of many existing planning processes), but formulates plans for as many as five years hence. As a long-range process, it "is designed to both *establish* and *accomplish* program goals as well as establish budgets. The resource-allocation and budgetary decisions that flow from systematic planning are means to predetermined ends, not ends in themselves" (p. 3).

The process has three major steps: (1) conducting a preplanning assessment, (2) describing the context for planning, and (3) implementing and operating the process.

Step 1—Conducting a Preplanning Assessment

The first step in developing a planning process is to assess an institution's need and desire for it. This assessment should be carried out not by institutional planning staff but rather by an ad hoc assessment task force, to ensure a broad base of support for any subsequent planning activities (p. 11). Kieft, Armijo, and Bucklew (1978) also suggest that

> the task force should comprise the organizational leaders of the institution—deans, vice-presidents, president, chancellor—and leaders of groups of major institutional constituents, such as student and faculty (Kieft 1978). Faculty, moreover, should always be represented on the task force, because many faculty may possess relevant expertise in such areas as management science, information systems, and group behavior. Moreover, involvement of faculty, other major constituents, and organizational leaders in this initial phase will help the task force remain aware of internal political considerations, enhance the credibility of the assessment, and increase commitment to policies developed through planning. [P. 11]

The authors also recommended that

> In its evaluation, the task force should determine how well current planning helps the institution achieve its goals. [P. 11]
>
> The [evaluation] report should conclude with a specific recommendation, on the order of one of the following:
>
> 1. Current planning is effective; desired results are being achieved, and no changes are necessary.
> 2. Current planning is basically adequate, and only limited revision and coordination are needed; existing systems and institutional offices can undertake such changes.
> 3. Current planning is inadequate; the institution should implement a different planning process that will involve major institutional commitment.
>
> Many colleges and universities will conclude that the second or third options best describe their situation. [Pp. 15-16]

Step 2—Formulating Planning Assumptions and Describing the Context for Planning

Kieft, Armijo, and Bucklew note that numerous factors constitute a context for planning, including

> changes in enrollment and financial aid, faculty-tenure flow, energy costs, social programs, collective bargaining, increased pressures for accountability and cost-effectiveness, social security and retirement laws, communication technology, self-instructional systems, and the roles of the state and federal governments in institutional matters. . . . In developing a planning process, one may begin by describing the context for planning. [P. 16]

This description can proceed systematically. Like the preplanning-assessment stage, it can be coordinated by a major executive administrator (president, provost, vice-president for planning) whose involvement will increase the likelihood that the context will be described in terms of major institutional policy issues. The *Handbook* warns that

> if left solely to support or planning staff, the description might easily become a mixture of discrete and unrelated facts and technical data. As [in conducting the preplanning assessment], faculty with appropriate expertise should be recruited to produce more accurate, comprehensive, and credible results. [P. 16]

The *Handbook* also suggests three projects that are helpful in this phase of planning:

1. Conducting institutional studies—a series of staff and faculty studies to provide information for planning and formulate a set of assumptions on which planning will be based
2. Developing an education plan—a four- or five-year projection of major directions and goals for the institution
3. Writing a description of the planning process to be implemented—an account of the procedures to guide planning activities. [P. 16]

Step 3—Implementation and Operation

After the context for planning has been described, staff can begin implementing the process. The planning cycle comprises a multiyear period.

> Every year, detailed plans are formulated for the year *immediately* ahead and less detailed, but nevertheless substantive, plans for the *subsequent two years.* As the cycle advances, the second year, for which less detailed plans had previously been formulated, will become the year immediately ahead and thus will receive detailed attention. Also at this point, the less detailed plans that were originally

> formulated for the third year in the cycle may require revision, but detailed planning for that year should be postponed until it becomes the year immediately ahead. Finally, a new third year will be added to the planning period, receiving less detailed attention. [P. 41]

Figure 1 illustrates this cycle. As the figure indicates, when plans are formulated during 1980-81, attention to the years 1981-82 will be more detailed; the attention will be less detailed for the years 1982-83 and 1983-84. As plans are developed during 1981-82, the year 1982-83 will receive more detailed attention, the years 1983-84 and 1984-85, less detailed attention. Every fourth year the Education Plan and its supporting of assumptions should be revised; this does not interrupt the annual formulation of plans.

During each year of the planning cycle, detailed plans are formulated for the next year according to a 12-month planning calendar, as figure 2 illustrates. During the first month of the calendar, the planning staff gathers the information required for planning (including projections of enrollment, faculty and staff FTE, and costs and revenues). During the second, third, and fourth months, each *individual* planning unit (such as an academic department) prepares its program plan. Each plan should include "(1) a set of program objectives for each year of the cycle, (2) a priority ranking of the program objectives for the year immediately ahead, (3) activities planned to accomplish those objectives, and (4) the resources required to support the activities" (pp. 46-47).

During the fifth, sixth, and seventh months, the different *organizational* units (such as a division, school, or college) within an institution determine how well the proposals developed by the *individual* planning units will help them accomplish the Education Plan. In determining this, each organizational unit appoints a program-planning committee, in accordance with its governing procedures. The committee, which represents the individual planning units that constitute the organizational unit can:

> 1. Review and critique each planning unit's program plan
> 2. Develop and recommend a program plan for the organizational unit to follow during the next three years
> 3. Act as the liaison for planning between the organizational unit and all other planning units and activities [P. 51]

Kieft, Armijo, and Bucklew recommend that the chairperson of the committee be the administrative officer (dean, director, vice-president) responsible for the organizational unit.

The program plans developed by different organizational units are reviewed (and, where appropriate, revised) by an institutionwide group during the eighth, ninth, and tenth months. The form of this review will depend on the governance structure of the institution. Most likely the review will be "performed either by a group representing faculty, students, and administrators; a group of executive administrators responsible for academic affairs, student affairs, public affairs, administration and support, finance, and development; or a combination of the two groups" (p. 55).

1980-81	1981-82	1982-83	1983-84	1984-85
• Education Plan and supporting set of assumptions are formulated • Individual planning units prepare plans that contain: 1. Detailed proposals for 1981-82 2. Less detailed, but yet substantive, proposals for 1982-83 and 1983-84	• Individual planning units: 1. Revise in more detail proposals for 1982-83, which is now the year immediately ahead 2. Revise the less detailed proposals for 1983-84 3. Add 1984-85 as the third year ahead and formulate less detailed, but yet substantive, proposals for this year	• Individual planning units: 1. Revise in more detail proposals for 1983-84, which is now the year immediately ahead 2. Revise the less detailed proposals for 1984-85 3. Add 1985-86 as the third year ahead and formulate less detailed, but yet substantive, proposals for this year	• Individual planning units: 1. Revise in more detail proposals for 1984-85, which is now the year immediately ahead 2. Revise the less detailed proposals for 1985-86 3. Add 1986-87 as the third year ahead and formulate less detailed, but yet substantive, proposals for this year	• Education Plan and supporting set of assumptions are revised • Individual planning units: 1. Revise in more detail proposals for 1985-86, which is now the year immediately ahead 2. Revise the less detailed proposals for 1986-87 3. Add 1987-88 as the third year ahead and formulate less detailed, but yet substantive, proposals for this year

Fig. 1. Planning cycle. [Adapted from: Raymond N. Kieft, Frank Armijo, and Neil S. Bucklew, *A Handbook for Institutional Academic and Program Planning: From Idea to Implementation* (Boulder, Colo.: National Center for Higher Education Management Systems, 1978): p. 42.]

MONTH 1	MONTH 2—MONTH 4	MONTH 5—MONTH 7	MONTH 8—MONTH 10	MONTH 11—MONTH 12
Information for Planning	**Preparation of Program Plans by Individual Planning Units**	**Review and Critique of Individual Program Plans and Preparation of Organizational-Unit Program Plan**	**Review and Critique of Organizational-Unit Program Plans and Preparation of Institution's Program Plan by Institutionwide Group**	**Review and Approval of Institution's Program Plan and Implementation of Planning Decisions**
1. Enrollment projections 2. Faculty-FTE projections 3. Staff-FTE projections 4. Cost and revenue projections	1. Planning unit appoints committee 2. Program plan developed a. Program objectives b. Planned activities c. Resources required	1. Organizational unit appoints committee 2. Review and critique of planning units' program plans 3. Program plan developed	1. Institutionwide group formed 2. Review and critique of organizational units' program plans 3. Institution's program plan developed	1. Review of institution's program plan by senate, president, and board of control 2. Approval and adoption of Institution's program plan 3. Implementation of planning decisions: • Curricular review • Faculty recruitment • Staff recruitment • Personnel action • Policy action • Budget description • Equipment orders • Renovation orders • Supplies orders

Fig. 2. Annual planning calendar. [Adapted from Raymond N. Kieft, Frank Armijo, and Neil S. Bucklew, *A Handbook for Institutional Academic and Program Planning: From Idea to Implementation* (Boulder, Colo.: National Center for Higher Education Management Systems, 1978): p. 43.]

The authors note that

> whatever the composition of the [review] group, it [might] be chaired by the executive administrator (president, provost, executive vice-president) who directs and administers the entire planning effort. This institution-wide group [can]:
>
> 1. Review and critique each organizational unit's program plan
> 2. Develop and recommend a program plan for the institution to cover the next three years
> 3. Act as a liaison for planning between the institutional and the organizational-unit levels [P. 55]
>
> Since the institutional program plan can serve many purposes, no single format is suggested. Public institutions can use the plan as a resource-request document for funders in the state or community-college district. Private institutions can use the plan to organize fund-raising and development activities and inform trustees or church-related groups of institutional direction. . . . Regardless of how the plan is used to help raise funds, *it should provide the framework and rationale for the allocation and reallocation of resources and for the forthcoming institutional budget.* . . .
>
> The last two months of the year encompass the final review, approval, and implementation of the institutional program plan, especially recruiting faculty or staff, ordering equipment and supplies, and approving curricula. In addition, final budgets are prepared during these months according to planning decisions. These tasks, however, should now be easier, since the various planning units and the planning staff have already completed most of the work during the preceding 10 months. . . .
>
> Final review and approval of the institutional program plan will probably involve the senate, president, and, ultimately, board of control. Institutional policy will dictate the process for this review; however, its timing is critical, since implementation will often include recruitment of faculty and staff, which should not be started too late in the year. Sufficient time is required for equipment and supply orders, which are often made competitively. Proper timing is necessary, too, for decisions about space and renovation, since certain times of the year are usually better suited for improving physical plant and assigning or reassigning space. Similarly, curriculum decisions need to be made by certain dates so that the institutional bulletin will reach students at the appropriate time.
>
> Implementation of the results of one year marks the beginning of the next. At the end of the year, projections are revised and recast in terms of the experience of the past 12 months. [Pp. 55-56]

The principal advantages of the sample process summarized above lie in its adaptability and its emphasis on the daily process of planning and on the necessity of integrating planning and resource allocation into a single system. The *Handbook,* which describes the process in more detail, does not extensively discuss the more technical aspects of planning; for such a discussion, the reader should consult the comprehensive discussions of these aspects already published (and cited in the *Handbook*) or the forthcoming *Supplement to the Handbook for Institutional Academic and Program Planning,* which contains sample procedures and formats that institutions can use in planning, with or without modification.

Characteristics of the Case-Study Institutions

These case studies document three attempts by institutional staff, with assistance from NCHEMS, to adapt and implement parts of the process described in the *Handbook.* In this respect, they differ from the earlier set of case studies, contained in *Academic Planning,* whose primary purpose was to document existing institutional practice (practice on which the *Handbook* was in part based). The three institutions whose experiences in planning are examined here differ in both institutional type and mission; the case studies of their experiences have been arranged according to the relative complexity of the planning processes.

Willamette University, located in Salem, Oregon, is a private, liberal-arts institution with two professional schools (law and administration). Its enrollment totals about 1,800. Supported by an endowment of approximately $30 million, Willamette enjoys considerable flexibility in planning for the 1980s. At the time of this writing, Willamette had just completed implementing a planning process similar to the one described in the *Handbook.* Thus the emphasis on the case study of Willamette's experience lies in preimplementation and initial implementation activities.

The Willamette case demonstrates that broad participation in planning is attainable (though not easy) and that the development and implementation of institutional plans are inseparable—ultimately the same persons must be responsible for both phases. However, the relative newness of the planning process now in place at Willamette precludes an assessment of anything beyond the initial effectiveness of the process. Institutions considering implementing a systematic planning process, and institutions similar to Willamette in size or mission, should find the account of Willamette's experience especially useful.

Lorain County Community College (LCCC) is a comprehensive community college located about 20 miles west of Cleveland, Ohio. From 1974 to 1978, LCCC staff developed their *Long-Range Plan 1978-83,* a description of social and economic trends likely to affect the college over the next five years and a statement of institutional mission and objective. To implement that plan, LCCC staff developed a process similar to the one described in the *Handbook;* in fact, LCCC adopted many of the *Handbook's* procedures and forms. An additional dimension of the LCCC's planning experience has been integrating the planning process with management-by-objective (MBO) procedures used by the college since 1973. Though community colleges and institutions using an MBO system should be especially interested in LCCC's experience, most of the lessons learned at LCCC should be applicable at any type of institution.

Located in the rural community of Athens, Ohio University is a comprehensive, state-supported, primarily residential school, with an enrollment of about 13,500 students.

Ohio University has a relatively complex planning process, initiated in 1976, that evolved simultaneously with the process set forth in the *Handbook*. (Planning staff at Ohio University are led by the provost, a coauthor of *A Handbook for Institutional Academic and Program Planning*.) As a result, the case study describing Ohio University's experience shows how a well-developed and rather complex planning process, supported at high levels of the administration, has evolved during the last three years. In particular, the case study demonstrates how the task of implementing an effective planning process is even more difficult when it follows less than successful attempts. Extensive faculty and staff participation at Ohio University in defining goals and objectives and proposing new program directions had produced no visible results, a fact attributable to recurring fiscal crises. Since such past involvement had little or no relationship to the process of resource allocation, enthusiasm for a renewed planning effort was slow to develop, and the outcome was viewed with widespread skepticism.

Nevertheless, there were several positive forces that led to successfully implementing a renewed planning effort. Since this planning process was started, strong programs for Computer Services and Analytical Research evolved and a new medical school was inaugurated, both with remarkable success. These factors, coupled with the appointment of several key personnel not familiar with the university's recent past, afforded the impetus to launch the process. Institutions of similar size and mission, as well as institutions whose previous planning efforts have produced mixed results, will want to pay special attention to Ohio University's experience.

Summary of Case-Study Findings

Despite the differences among these three institutions in size, mission, governance, and degree of experience with planning, several generalizations (some of which were noted in the *Handbook* and *Academic Planning: Four Institutional Case Studies*) can be made about their collective experience:

- Planning can be comprehensive, that is, it can incorporate major institutional resource-allocation issues, such as those dealing with personnel, support funds, equipment, and space. As most institutions plan for the eighties, they cannot afford the luxury of making isolated budget judgments.
- Planning can be long range, that is, it can do more than develop budgets for the coming fiscal cycle (the limited function of most existing planning processes).
- Planning can integrate budgeting and program-planning activities. To plan programs without budgeting adequate resources for planning will most often be ineffective.
- New interest in planning is often triggered by new institutional leaders. At two of the three case-study institutions, the impetus to improve planning came from the arrival of the new president.
- Strict schedules and calendars for planning activities are helpful. In most cases, planning responsibilities place an additional burden on staff already performing full-time duties. Such schedules and calendars can place planning on equal footing with other formally established institutional responsibilities.

- Planning can also be given adequate visibility and be supported by a strong commitment (or better yet, participation from top-level institutional executives). Such visibility and commitment can help planning successfully compete for staff time.
- Successful planning can be supported by accurate, reliable, and timely information about an institution's internal and external environment. At each case-study institution, one of the first stages in the development of a planning process was the discovery of the need for better information for planning. Each case-study institution also learned that providing such information can easily consume additional staff time and other resources.
- The design of a planning process often requires a balance between broad participation and centralized authority. Unless those affected by the planning process feel that they have some voice in making planning decisions, planning can lack the broadly based institutional support required for success. On the other hand, the central administration must retain sufficient control over the process to ensure that plans formulated are consistent with both institutional mission and fiscal realities.
- To achieve broad support, it is helpful to involve leading faculty and administrators who command the respect of their colleagues.
- Planning retreats can help give visibility to planning, generate support for the process, and facilitate communication between those directly involved in the process and those affected by it.
- Finally, a planning process should most often contain procedures for revision. As each of these case studies emphasizes, planning staff receive, throughout the planning process, information about the effectiveness of the process. Improving that effectiveness is predicated on modifying the process in light of such information.

Each of the following case studies is divided into four sections. The first section provides background information about the institution's size, mission, and governance structure. The second section offers a brief history of planning at that institution. The third section describes in detail current institutional planning activities, which are then assessed in the fourth section. All three case studies document the adaptation and implementation of the planning process outlined in *A Handbook for Institutional Academic and Program Planning*. For more information about that process itself, the reader is referred to the *Handbook*.

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Willamette University

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Background

Willamette University was founded by the Methodist Church in 1842 as the Oregon Institute. Located in Salem, Oregon, it has as its mission to provide liberal-arts education for students in the Northwest. The liberal-arts focus was later broadened by the addition of a law school, a college of music and theater (merged with the College of Liberal Arts in 1977), and, in 1974, a graduate school of administration. The most recent mission statement of the institution emphasizes a continuing commitment to the liberal arts, as well as a commitment to professional and graduate programs that build on a liberal-arts education. Accepted by the various colleges within the university, this mission is used in developing program offerings.

Willamette's location (across the street from the state capitol) gives it political visibility and provides some interesting educational opportunities. Many of Willamette's academic programs, for example, are enhanced by internships and clinical programs related to state government.

Willamette is governed by a board of trustees that includes "representation of the several constituent groups which support the university" (*Articles of Incorporation and Bylaws* 1978, p. 3). The members, who serve three-year terms, are mostly prominent Oregon business leaders; several, reflecting the institution's Methodist affiliation, are clergymen. The current membership of the board is about 40; a maximum of 60 is authorized by the *Articles of Incorporation and Bylaws*. The board supports the administration and normally eschews involvement in the internal operations of the university.

Willamette's enrollment has been relatively stable. Like many other private liberal-arts institutions in the Northwest, it continues to attract many out-of-state students. (In the 1970s, about 45 percent of the total enrollment of the institution were from other states.) Of the 1,830 students enrolled in 1978-79, 70 percent were in the undergraduate liberal-arts program and 30 percent were in the Law School and the Graduate School of Administration.

Because of relatively stable enrollments and conservative financial management, the university has enjoyed small operating surpluses during most recent years. Tuition accounts for 75 percent of all educational and general income; earnings from an endowment of approximately $30 million, together with gifts, grants, and miscellaneous income, account for the remainder. This situation has given the school a revenue cushion over the years. Among the results of these financial policies have been a well-maintained campus with several new, debt-free buildings and a development program geared largely to funding additional facilities.

History of Planning at Willamette University

The university has taken several approaches to planning since the early 1970s. In the first years of the decade, as part of an effort headed by the vice-president for finance and planning, planning questionnaires were distributed to academic departments and other units for the purpose of compiling academic statistical information and budget requests. Units answered these forms and returned them to the central administration, but unless their responses were reflected in the next year's budget, the unit never heard of them again. This practice was not popular with faculty and, in fact, was often viewed as evidence of the central administration's insensitivity to academic matters.

Shortly after his arrival in autumn of 1973, President Robert Lisensky appointed the Committee for Institutional Change (COMIC). He did so in response to widespread uncertainty about whether the faculty and the administration were both committed to the institutional mission and willing to work together to support it. COMIC was to review the financial and physical resources of the institution and to determine areas of immediate and critical concern. Specifically, it was to:

1. Study recent Carnegie Commission reports on higher education
2. Survey colleges and students for ideas for enhancing Willamette
3. Correspond with and visit campuses on which major institutional changes had occurred
4. Invite consultants to the campus to discuss ideas for enhancing Willamette
5. Identify specific areas for which task forces should be created to help shape the direction of the institution

In its report published in January 1974, COMIC identified nine areas of concern:

- Skyrocketing operating costs
- Declining national birthrates
- Reduced financial resources, both public and private

- Dissatisfaction with a lack of diversity in small colleges and universities like Willamette
- Decreasing enrollments in undergraduate programs and the potential impact on professional schools
- Current student demand for vocational-technical learning
- Growing two-year options at community colleges
- Diminishing importance placed on college degrees
- Intense competition among private colleges for students

COMIC also proposed establishing three task forces to study institutional modes of inquiry and intercollege relationships and to help coordinate Willamette's academic activities.

Out of these efforts, despite an expressed disappointment with the slowness of the results and the lack of solutions to many problems reviewed, emerged two academic governing bodies. The Academic Council, composed of faculty elected by their peers as well as the deans of the three schools within the university, was given authority over academic issues. The Faculty Council, also composed of faculty elected by their peers, was given authority over such matters as promotion, tenure, and grievances. At present, establishing a third council, to be concerned with professional issues such as faculty development, is being considered.

COMIC also recommended adding a section to the university's mission statement:

> We believe that it is through liberal-arts education that questions of the future, involving moral judgement, social and technical complexity, creative leisure and personal abilities to adjust to rapid change, can be expressed more adequately. [P. 2]

In addition, COMIC's report provided a justification for a few faculty to experiment with ways to make the traditional liberal-arts curriculum more responsive to the current needs and interests of the students. But its most important contribution, according to a proposal submitted later to the Northwest Area Foundation, was the awareness that the university could not continue with business as usual in view of the many problems that would confront higher education in general, and Willamette in particular in the future.

To extend the work of COMIC, the Contingency Planning Committee (CPC) was appointed in spring 1976 to review in greater detail which changes were necessary and how they might be effected. This new group consisted of eight faculty members, two vice-presidents, the dean of the College of Liberal Arts, and the president. In appointing CPC members, the president sought to include those persons with broad faculty support; several of the members had expressed their interest in planning, as a result of the COMIC report.

During summer 1976, CPC was expanded to include deans of the other two schools of the university and was renamed the University Planning Committee (UPC). The vice-president for student affairs (later to take on additional responsibilities and to be called the vice-president for administration) and one faculty member from the Department of Mathematics acted as planning assistants to this group. The president's charge to the committee was comprehensive:

> The University Planning Committee shall serve as the *facilitator* of the planning process. It will be their responsibility to make assignments and to develop guidelines for the task to be performed. They shall provide the basis for *communicating* the process to the total university and will be responsible to develop the *final report*. [P. 2]

The president recognized, however, that "the dilemma we face is the impact of this work on an already strained system. The faculty is not anxious to engage in additional committee assignments and yet, at the same time, do want to participate in the process" (p. 2).

Early in their deliberations, UPC members discussed preparing a five-year institutional plan that would be revised each year. The committee felt that five years was the longest period that could be addressed intelligently. UPC recognized that such a plan would entail a thorough understanding and appreciation of the university's mission, a knowledge of its present educational programs and financial systems, and an analysis of the larger environment in which it functions.

The committee first determined agenda items for planning purposes and reviewed enrollment, financial, staffing, and environmental data. The data had been collected from all departments and administrative units by the two planning assistants. At this time, planning at Willamette was relatively decentralized. For the most part, each unit functioned according to the needs determined by its constituents and the vice-president to whom it reported. The vice-presidents and the deans operated relatively autonomously and, as a consequence, established their plans and procedures at their own speed and on an ad hoc basis. In short, there was little communication among the vice-presidents and deans about planning priorities and activities; indeed, there was no universitywide planning effort. Neither was the board of trustees significantly involved in planning.

Developing a Planning Process, Assumptions, and a Context

In a memo to UPC dated September 28, 1976, the president reminded the committee that

> Because of the growing complexity and interdependency of both the internal and external variables of such an institution, the functions of a university must form a system. We can no longer use a single variant analysis and an analytical approach, but instead we must concentrate on the holistic interrelationship of the different parts. Any analysis of a university must view that institution as a complete adaptive system. [P. 1]

Referring to ideas in *Academic Unit Planning and Management* (1976), the president stressed the importance of awareness of the external environment, of the interrelatedness of different parts of the university, and of the university's commitment to its mission. But extensive work on the mission statement, he warned, would itself provide little basis for action. Programs of action originating within academic units—the critical points for policy implementation in a university—must provide the strategies for academic planning.

The president's charge to UPC at that time was to coordinate the investigation of the five major components of the university planning system: academic units, academic support, personnel, enrollment, and physical space. Furthermore, UPC was to facilitate the planning process, assign special studies to provide information needed for planning, develop guidelines for planning, communicate the process to various members of the university, and develop reports. Each academic unit was to identify and analyze its functions, demands, resources, and outcomes, using guidelines provided by the *Academic Unit Planning and Management Manual*.

On October 7, 1976, UPC endorsed the following as its statement of purposes and responsibilities. The statement had been prepared by a UPC cochairperson in response to a request from the president.

1. Purposes
   a. Analyze the environment in which Willamette University exists and functions
   b. Analyze the current programs and operation of Willamette by using the best means available within higher education
   c. Develop a clear understanding of Willamette's mission and the broad statements of its goals and objectives
   d. Prepare a plan for Willamette educational programs as projected from June 1977 to June 1982
   e. Develop a financial plan to support such an educational program
   f. Reconcile the two previous purposes by making the appropriate adjustments
2. Responsibilities
   a. Understand Willamette's mission
   b. Become knowledgeable about Willamette's present educational programs and the financial systems that support the programs; compare the mission and programs with those of other similar institutions
   c. Communicate with faculty, students, and administrators about UPC purpose and responsibilities and gather from them information, ideas, and insights about their own areas of responsibility
   d. Check for consistency among the university's purposes and goals and among programs of the various components of the university
   e. Determine priorities for specific programs and specific directions for the university based on the information gathered through several activities
   f. Raise questions about the mission, purposes, and programs of Willamette and challenge the entire community to maintain Willamette's academic and financial health
   g. Recommend to the president, faculty, and to all interested parties changes in the university's programs that will improve its general health

By the end of November, UPC had prepared questionnaires to help departments and administrative units analyze their present programs and trends for the next five years. A preface to the questionnaire repeated COMIC's 1974 analysis and its optimistic challenge to the university—"through careful evaluation of its resources and aspirations, Willamette possesses the ability to build upon its strengths to respond positively to pressures independent higher education faces" (p. 1). The questionnaires are included in appendix 1.

The UPC cochairpersons—the chairperson of the Department of Mathematics, and the vice-president of administration—were released from their teaching to help plan activities for the spring semester of 1977. Working with the committee, they gathered statistics on enrollment, attrition, academic departments, and administrative units. Using both the data gathered and the questionnaire results as a basis for discussion, they interviewed persons in each unit of the university. Summaries of these interviews were developed and shared with the committee. The interviews identified a few areas where problems existed, but in general confirmed that morale at Willamette was good. The interviews also elicited ideas for change and improvement that should be given further study. Most importantly, interviews helped promote the idea that planning is worth the effort, if conducted with adequate participation and discussion. Interviewers also discovered that staff were willing to participate in a formal planning process.

By April 11, all questionnaires were completed and returned; all 35 interviews with personnel from academic and administrative units were completed; enrollment, financial, and personnel data from the past five years had been compiled and checked for accuracy; and interpretive summaries were being prepared. Shortly thereafter, the UPC cochairpersons sent a memo to the full committee outlining what seemed to be critical planning issues. Among those issues were liberal studies, the faculty role in determining curriculum, organization of academic units, library services, attrition, academic schedules, enrollment, financial aid, computer services, and physical plant. The memo also suggested a revised schedule of meetings for spring, summer, and early fall.

During spring 1977, Willamette was visited by staff of the Academy for Educational Development (AED), who, through a grant from the Kellogg Foundation, were assessing planning at 20 selected institutions. After the visit, AED provided Willamette with a critique of the university's current issues that had not been fully developed. Many of those issues had been identified already by Willamette staff.

AED observed that administrative planning at Willamette amounted to informal, isolated planning carried out by the various segments of the university. Plans developed by administrative offices were not well known to faculty members or, in most cases, to the three deans (all of whom depended on central-administrative support services). Nevertheless, planning was a widely recognized topic on campus and expectations were high regarding its usefulness.

AED acknowledged Willamette's desire to improve planning and to open the review of institutional direction to all members of the university community. (Willamette had committed the initial staff resources necessary to establish a planning process.) The academy also observed that the fiscal surpluses and stable enrollment Willamette had enjoyed probably would not continue past 1979. The AED report recommended that

Willamette begin strategic and technical planning soon instead of postponing it until the inevitable crisis began.

The AED report included other important observations:

1. *UPC did not appear to have the external environment clearly in mind in its deliberations*. The studies necessary to document the impact of the external environment had not been completed. Committee members might bring the perspectives of their own areas of academic concern or administrative tasks, but no broad viewpoint was represented on the planning committee. The committee had failed to consider such statistics as the number of college-age students in Oregon and neighboring states, number of part-time students in Salem and the surrounding area, levels of gift and grant support, support for student aid, the needs of the local and state governments, and alumni concerns about the university
2. *Little technical support was available for the planning process*. The administrative offices capable of providing background and assisting in analysis (particularly analysis of the external environment) were not actively involved in planning activities. Without involving the business, admissions, and information-services offices in the planning process, efforts to gather background material were often duplicated; in addition, much of the data was based on inconsistent data definitions. For example, the business office and the registrar defined *full-time student* differently.
3. *UPC lacked a clear sense of its role and scope in the planning process*. For example, when this issue of merging the School of Music with the College of Liberal Arts arose, UPC members were not certain whether theirs was a decision-making or an advisory role. How active were they to be, they wondered, in recommending university policies with regard to mission, program mix, student/faculty ratio, percentage of tenured faculty, and level of funding for various programs? The members were particularly concerned about the relationship between UPC and the deans, faculties, and various administrative and governing bodies within the university (such as the Administrative Council, Academic Council, and Faculty Council). In addition, members believed that if the UPC role was in fact reactive, then faculty participation in its activities in many instances would bear the taint of rubber-stamp approval of administrative plans.
4. *There was a need for a person to be responsible for coordinated data collection as a part of the continuing planning process*. Until spring 1977, data for planning were developed by the two planning assistants. However, their work was undertaken on an ad hoc basis and would likely be discontinued during the early phases of planning. As a result, it would be necessary to devise procedures and assign responsibility for continuing data collection and interpretation. This would ensure that planning would be supported by the most recent and accurate information.
5. *There was a need for better coordination of administrative functions*. Identifying clearly the areas of responsibility and interest of each of the university's operating offices was difficult. Willamette was attempting to manage a relatively complex operation with its small staff; in addition, various administrative functions had not been clarified.

In general, the AED report recognized Willamette's commitment to integrating planning into institutional life. Moreover, the report observed that the university's primary challenges in the next few years would be to focus planning activities on the need to

- Reconcile the liberal-arts curriculum with the increasing vocationalism of students
- Make the core curriculum accessible and attractive to part-time and adult students
- Shift faculty resources into disciplines whose enrollments had grown
- Plan tenure decisions to allow future flexibility in staffing

An additional challenge, the report concluded, was to integrate planning into the daily operations of the university through a systematic budgeting process and periodic evaluation.

Current Planning Activities

To discuss and analyze the experiences of 1975-1977, including information gathered through administering the planning questionnaires and developing the AED report, UPC meetings were held during summer 1977. On September 9, 1977, UPC made its one-year progress report to the university. Convinced that cooperation from the university community was essential for effective planning, the committee decided to keep faculty and staff apprised of its progress and the issues:

> The committee has identified several issues on which planning decisions must be made. We have also agreed that there are certain aspects of our present programs and operations which the University should carefully examine to determine whether changes should be made.
>
> We intend during the fall semester to initiate discussion of the alternatives for resolving those questions and to stimulate the appropriate faculty groups and administrators to consider them and make decisions and plans. [P. 1]

In its report, contained in appendix 2, UPC urged faculty and staff to examine the information and to respond.

UPC continued its work through the fall semester. At the beginning of the spring 1978 semester, it released a draft of the *Planning Outline*, based on both the information gathered over the previous two years and the committee's discussions about institutional priorities. This draft was primarily the work of a subcommittee composed of the chairperson of the mathematics department, vice-president for student affairs, vice-president for financial affairs, and the president. The report, its authors conclude, "represents our best effort at looking at where we are and considering, in the light of that and the externalities noted, where we might think about going."

The *Planning Outline* is prefaced by a list of comprehensive planning assumptions that are considered inescapable external conditions related to the national economy, higher education in general, and private higher education in particular. Among those assumptions are:

- The decision not to radically change the mission and programs of Willamette and to accept being slightly smaller if that were to be the result of not changing
- The recognition of the need to improve classroom, office, and library facilities for the College of Liberal Arts
- The recognition of a need to respond to pressures which were expected to affect the financial health of the institution through inflation

The report uses a columnar format to specify, for different institutional areas (such as enrollment), facts, assumptions, goals, activities for their achievement, and persons responsible for achieving them. Debate, UPC felt, would be most fruitful with regard to goals:

> The goals are just that—goals. And goals usually are neither capable of documentation nor written in stone. These goals range from very specific to very general and are in no way ranked in order of importance. All are open to discussion, and we invite and urge your comments and suggestions in our meeting. It is our belief that from our mutual efforts can come a strong and positive future for our institution.

The *Planning Outline* is reviewed and updated annually. The latest version (1979) appears as appendix 3.

On January 15, 1978, a dinner meeting was held for faculty and students to discuss the *Planning Outline*. A week later, the board of trustees held a two-day retreat with UPC members to review the document. At the retreat, trustees offered suggestions for clarifying several goal statements; nevertheless, their general reaction was positive, indicating their support to develop a strategy for implementation.

During the 1977-78 academic year, UPC members and others recognized that additional resources were needed to support new and existing planning activities at Willamette. In the past, all staff work necessary for planning had been done by two part-time staff members (who had other responsibilities of higher priority). To institutionalize planning properly, UPC believed that this initial ad hoc effort should be followed by activities supported by regular staff appointments. As a result, in spring 1978, the university submitted a proposal to the Northwest Area Foundation requesting support for two years to plan various changes.

The primary focus of the proposal was to support implementation of the goals established in the *Planning Outline* for the academic program of the College of Liberal Arts. These goals reflected a conviction that the so-called cafeteria style of education, in which students pick from a range of often unrelated courses, should be replaced by a more structured curriculum and more coherent courses of study. Specifically, these goals were to:

1. Return to required courses or course alternatives that introduce students to broad areas of knowledge in their freshman and sophomore years
2. Focus interdisciplinary courses on values and ways to apply knowledge to achieve those values
3. Encourage each department to require basic and related courses for a major
4. Relate off-campus study experiences more coherently to the on-campus liberal-arts curriculum
5. Ensure that career-oriented programs adequately emphasize intellectual skills

The specific activities that the Northwest Area Foundation was asked to support were

1. *Creating a planning team, consisting of a director of university planning and research and a consultant from NCHEMS to assess the feasibility of proposed goals.* Together, the two would be responsible for working with the university community in developing a strategy to ensure that planning would become central to the management of the university.
2. *Refining academic goals and developing strategies.* This activity was to consist of preparing a "more detailed and specific draft statement of goals for the College of Liberal Arts," (p. 8) based on the modified and refined *Planning Outline* and on discussions with various constituencies of the university. This draft statement was to be reviewed and modified at a faculty conference in August 1978. Conference participants would agree on a somewhat precise interpretation of the academic-program goals of the college and on strategies needed for implementation.
3. *Determining department and division self-study and goal and strategy selection.* Using specific goals as guidelines, each academic unit of the college would develop a set of goals and strategies for itself. This process would consist of preparing a position paper to be reviewed by faculty, students, alumni, outside consultants, and planning staff.
4. *Selecting a liberal-education strategy.* The dean of the College of Liberal Arts, with the cooperation of the planning consultant, would be responsible for establishing both a framework for new liberal-education programs and a specific format for the first year of the program.
5. *Acquiring a detailed college-strategy consensus.* The director of planning and research would be responsible for synthesizing strategies developed by different units and the College of Liberal Arts, for eliminating inconsistencies in those strategies, and for presenting the proposed strategy at a faculty retreat scheduled for May 1979.
6. *Preparing for implementation.* Throughout the summer of 1979, until the winter of 1979-80, the units and committee dealing with liberal education would prepare to implement strategies. This would involve planning for activities such as shifting many faculty responsibilities and teaching assignments, and reorganizing the academic and administrative decisionmaking structure within the College of Liberal Arts.

7. *Implementation*. The goal is to implement 60 percent of the total new program before the end of 1980-81, 80 percent by 1981-82, and the remainder by 1982-83.

The proposal also acknowledges that such sweeping changes in academic programs could involve incurring new expenses for support services integrally related to the academic program. Among these support services are the library, course schedule and faciltiies, housing, and counseling and admissions. The grant awarded by the Northwest Area Foundation covers the cost of hiring consultants and providing faculty release time to redesign support programs.

The general role of the planning consultant, as noted earlier, was to check the feasibility of goal statements and to develop an implementation strategy. The consultant also was to (1) help the director of planning and research devise strategies; (2) work directly with several task forces assigned to develop specific goals for such issues as financial aid, student attrition, and cocurricular activities; and (3) aid deans in negotiating with the necessary standing campus committees about goals for curricular changes. After closely examining recent planning accomplishments, a more specific set of activities was developed for the consultant, who was to help:

1. Define the composition and role of UPC, including methods of appointment
2. Define more clearly the position of director of planning and research and develop ways of communicating to faculty and staff the responsibilities of the position
3. Develop and test a planning process and integrate it into the management of the university
4. Integrate planning and budgeting functions

Developing the Willamette Planning Process

During summer 1978, discussions were held to determine the composition and role of UPC. Those discussions (attended by the president, the vice-presidents for administration, development, and finance; the director of planning and research; and the planning consultant) resulted in (1) determining the composition of UPC, (2) delineating UPC responsibilities, (3) adapting the planning process described in *A Handbook for Institutional Academic and Program Planning* (1978) (the *Handbook* seemed to satisfy the current planning needs), and (4) exploring ways to integrate planning and budgeting.

UPC Membership. The principal concerns with regard to committee membership were to:

- Maintain continuity with previous planning efforts and groups (that is, COMIC and CPC), to avoid provoking resistance among or confusing those who had been involved in planning
- Achieve appropriate representation from the three schools of the university (College of Liberal Arts, Law School, and School of Administration)
- Ensure coordination among different units of the central administration

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With these concerns in mind, discussion participants decided that UPC should consist of:

- The director of planning and research (as chairperson)
- The president
- The vice-presidents of administration, development, and finance
- The deans of the liberal arts college and the schools of law and of administration
- A faculty member from the Law School
- A faculty member from the School of Administration
- Five faculty members from the College of Liberal Arts
- A student from the Law School
- A student from the School of Administration
- Two students from the College of Liberal Arts

The administrators on the committee, all of whom are on the University Administrative Council, serve in an ex officio capacity, to ensure coordination between the two groups. The students on UPC are appointed by the president, who acts on the advice of the student-body president and the dean of the school in which each student is enrolled. The president also appoints faculty members from the College of Liberal Arts with the advice of the college's Faculty Council. He appoints faculty from the law and administration schools, on the basis of advice from the deans and faculty of those schools.

UPC Responsibilities. The summer discussions focused on the duties of COMIC, the CPS, and the university's past planning staff as well as the responsibilities of comparable committees at other institutions. Discussion participants concluded that the planning committee should

1. At the beginning of each planning cycle, analyze and assess the effectiveness of the planning process during the previous year
2. On the basis of their analysis and assessment, recommend to the president changes to improve the effectiveness of the process
3. Also recommend to the president priorities among programs and guidelines for developing the institutional budget
4. Review proposals submitted by the various planning units for amending the five-year plan
5. Recommend changes in the five-year plan to the president, on the basis of that review

Developing a Planning Process. The planning process developed in those summer discussions was an adaptation of the process described in *A Handbook for Institutional Academic and Program Planning* (1978). According to that process, an institution formulates an education plan, or statement of institutional goals, every five years. To accomplish those goals, faculty and staff engage in a three-year planning cycle. In this cycle, detailed plans are formulated each year for the subsequent year, and less detailed, but nevertheless substantive, plans are made for the subsequent two years. As the cycle advances, the second year, for which less detailed plans had previously been formulated, becomes the year immediately ahead and thus receives detailed attention. Also at this point, the less detailed plans that were originally formulated for the third year in the cycle may require revision, but detailed planning for that year is postponed until it becomes the year immediately ahead. Finally, a new third year is added to the planning period, receiving less detailed attention. (For example, when plans are formulated during 1980-81, the years 1981-82 will recieve more detailed attention and the years 1982-83 and 1983-84 less detailed attention. Then, as plans are formulated during 1981-82, the year 1982-83 will receive more detailed attention; the years 1983-84 and 1984-85 less detailed attention.) Every fourth year, in addition to the annual formulation of plans, the education plan is revised. A more detailed description of this process can be found in chapter 4 of the *Handbook*.

In adapting the *Handbook*, Willamette expanded the planning scope from three to five years and proposed to revise the education plan each year (instead of every five years). These modifications were made to maintain continuity with previous planning efforts at Willamette, to promote flexibility, and to ensure that planning decisions would be based on timely information, particularly about institutional goals.

Following is a summary of Willamette's planning process. (See figure 1, p. 32, for chart of the operations of the process, prepared by the director of planning and research for the benefit of UPC members.)

A. April-August: Assessing Information from Planning

In the first step, the director of planning and research, with help from the vice-presidents and deans, assessed the information needed for planning (for example, information related to academic programs, budgets, and enrollments). The result of his assessment, an annual progress report, was given to UPC.

B. June-August: Updating Information and Projections

Staff at Willamette realized they would have to continue to devote considerable time to gathering information for planning. They also realized that the ad hoc and rather isolated nature of such activities could jeopardize the ultimate efficiency and effectiveness of the planning efforts. The president and his advisors therefore decided that the director of planning and research should coordinate the gathering of data related to planning, identify the categories of information needed for planning, and assign responsibilities for collecting data. The director of planning and research identified the following categories of information required for planning:

1. Enrollment
2. Academic programs
3. Faculty
4. Academic support
5. Facilities
6. Student services
7. Development
8. Institutional support

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9. Auxiliary enterprises
10. Budget

A more detailed description of the categories, together with data-collection responsibilities and exhibits of data formats for the categories of enrollment and academic programs, appears in appendix 3.

After these categories had been identified, the director of planning and research updated information in each category. (To expedite the updating of financial information, Willamette plans to buy a new computer.) In the interest of cost effectiveness, the director decided to work strictly on data interpretation and other similar tasks requiring special expertise. The duties of data collection, which he previously had handled, were assigned to other staff.

C. Throughout the Planning Cycle: Conducting Special Studies

To ensure that planning decisions are based on comprehensive, current information, the director of planning and research is to conduct and commission on a continuing basis, special studies about key areas of institutional life. Most studies are conducted during the summer (but they may be done as needed). These studies are of three types:

- Special studies of current programs and resources, such as those of computing or library resources. The most important of these were self-studies conducted by each department (most involving an outside consultant).
- Continuing studies of internal information, such as attrition studies.
- Continuing studies of external information, including national and regional trends.

Results are submitted to the UPC. (A discussion of methods for conducting such studies can be found in chapter 3 of *A Handbook for Institutional Academic and Program Planning* and *Supplement to the Handbook*.)

D. September: Recommendations of General Program Priorities and Budget Guidelines

The recommendations were based on an assessment by UPC, and the administrative council assessed the planning process, which compared accomplishments with the goals spelled out in *Planning Outline* (January 1979). They also examined updated enrollment and financial projections, and results of special studies, library and computer needs, and media-service studies. The director of planning recommended to UPC general priorities among programs and guidelines for developing the budget for 1979-80. The recommendations included proposals with significant budgetary implications submitted by planning units. (Incidentally, the budget guidelines and priorities for 1978 were written in a general form; thus wide administrative interpretation was possible, reducing controversy. The following year, however, budget guidelines and priorities were specific and therefore the subject of vigorous debate among UPC members. Also of interest is the fact that the 1979-80 budget assumed an increasing enrollment; the budget for 1980-81 has been prepared on the assumption of a slight enrollment decrease.)

E. October: Establishing General Program Priorities and Budget Guidelines

UPC forwarded these recommendations to the Administrative Council for approval. Since the members of the Administrative Council are ex officio members of UPC, this step is largely pro forma.

F. October-April: Updating the Plan

On the basis of budget guidelines and priorities, the deans, vice-presidents, heads of nonacademic divisions (such as physical plant) and the director of planning and research updated the plan and subsequent budget proposals for the next two years. They also formulated general directions for their units for the coming three and four years. After these activities had been completed, a package consisting of the updated *Planning Outline*, budgeting proposals, and statements of directions was submitted to UPC for discussion and revisions; the package was disseminated through the university during May 1979. This supported an intent set forth in *Planning Outline:*

> Certain issues have received special attention this year. The goals have been more specific and activities have begun to achieve them. This second report contains some of the biases and unevenness of the first. It is very much biased toward identification of issues and areas of the University which are of special concern. The draft *is not* a comprehensive description of the University. It *is* intended to give a complete listing of areas we believe need attention in planning for the next few years.

G. May: Budget Approval

The university submitted a preliminary budget to the board's Financial Affairs Committee for approval at its December/January meeting. The administration will then ask the board's Executive Committee for approval of tuition, room/board, and salary policy for the upcoming year at the board's February meeting. The so-called final budget is reviewed in April by the Financial Affairs Committee and by the Administrative Council in May. The full board approves the budget that same month.

H. May-June: Preparing Annual Planning Priorities Reports (APPRS)

Administrators list their work priorities for the coming year. However, because of the number of administrators taking summer vacations, these lists are usually not completed until August, too late to be of maximum use in planning. As a result, next year the director of planning and research is suggesting that such lists be completed by June 15.

I. Ways Were Explored to Integrate Planning and Budgeting

Formerly the Budgetary Advisory Committee (BAC) had reviewed the budget guidelines each year, suggested alternative approaches, and reviewed the business office's compilation of preliminary budgets (as well as the preliminary institutional budget after it had been developed by the Administrative Council). BAC also met with the Financial Affairs Committee of the board of trustees to discuss budgetary issues. The committee was composed of six faculty members, six students, a member of the classified staff, and the members of the Administrative Council. Many members of the university community questioned the effectiveness of both the budgetary process and BAC. The BAC has since been abolished.

At a meeting on August 21, 1978, the director of planning and research briefed UPC members about planning activities during the summer and in particular about progress made in revising the January *Planning Outline* to facilitate budgeting. The agenda for the briefing included

- UPC membership and functions
- A draft of the *Planning Outline*
- Progress on revision of the January *Outline*

The committee approved the progress of work during the summer and expressed enthusiasm about the evolution of the planning process.

J. Faculty Retreat

The grants awarded to Willamette by the Northwest Area Foundation included support for a fall retreat for faculty of the College of Liberal Arts, at which time the faculty were to discuss and modify the draft (of goals for the college) and agree on an interpretation of the academic-program goals and on implementation strategies.

The goals of the retreat, held in late August, were to

1. Encourage faculty to reassess college curriculum and to develop the new model
2. Work toward agreement on the form of model (including its structure, the values that it would embody, and curricula)
3. Inform the faculty about and gain their support for conducting self-studies, curriculum workshops, and planning activities
4. Continue and increase support for accomplishing the goals of the College of Liberal Arts
5. Inform faculty of the progress in planning
6. Agree about and foster acceptance of priorities among the goals of the College of Liberal Arts
7. Agree on plans to accomplish college goals, as well as develop a formal planning process
8. Enhance faculty and staff morale for the coming academic year

To accomplish these ambitious goals, a varied program of speakers, meetings, and discussions was organized by the director of planning and research and the dean of the College of Liberal Arts.

The focus of the retreat was the report from the Committee on Graduation Requirements and Guidelines. This report, on which the committee had been working for several months, included (1) a rationale for considering change; (2) notes about a Willamette mission statement, a hypothetical statement of goals of the College of Liberal Arts; and (3) a proposal of new graduation requirements for implementing those goals. The proposal consisted of a carefully designed, flexible program of general education that would be required of all students. Participants discussed the relationship between these various issues and the traditions of liberal education; faculty governance was a topic as well. Retreat participants concluded that the committee should continue to solicit faculty comment and to work on its report.

1. Departmental and Program Self-Evaluation

Retreat participants also discussed the Northwest Area Foundation grant and ways in which the grant could help departments and areas improve their curricula. At the retreat, a steering committee was formed composed of seven faculty members, the dean of the College of Liberal Arts. and the director of planning and research. The committee was to guide departmental self-evaluation to meet the planning needs of the university, to evaluate activities conducted under the Northwest Area Foundation grant, and to satisfy the self-study requirements for accreditation by the Northwest Association of Schools and Colleges (NASC).

These self-studies for NASC are ambitious, requiring an analysis of each department and program. Each unit was to submit, by November 21, a preliminary draft of a six-month plan for evaluating its goals, curriculum, staff, and teaching methods. The plan was also to address the adequacy of the unit's physical facilities, the quality and achievements of its former students, and changes required to maintain and improve its effectiveness. Between November 1979 and April 1980, each unit will implement this plan, with advice from students, alumni, colleagues, and outside consultants. A review report for the entire college is due May 1. This report will include a summary of analytical activities and conclusions, in addition to recommendations and proposals for change.

2. Second Annual Planning Activities Progress Report

While these major changes in the curriculum of the College of Liberal Arts were being discussed, the director of planning and research, in conjunction with UPC, released his second *Annual Planning Activities Progress Report*, designed to inform faculty, staff, and trustees of the scope and focuses of planning activities. The *Progress Report* describes the continuing and accelerated examination of the liberal-arts curriculum by faculty and progress toward drafting a final report by the Committee on Graduation Requirements and Guidelines.

The report also notes that most undergraduate faculty believe that the present academic organization does not provide for sufficient cooperation, coordination, and leadership. Senior administrators at Willamette hope that work conducted under the Northwest Area Foundation grant will help address this problem.

Finally, under the heading "Institutional Support," UPC describes its own function:

> A major goal of this year is to move the role of the planning committee and the planning function from an ad hoc basis to that of a well-defined regular part of the functioning of the University. Some changes have been made in the membership of the committee, and a procedure for replacing faculty and student members has been agreed upon. An annual planning process (which ties planning very

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closely to that of the budget) has been drafted and will be used on a trial basis this year. The function of the planning committee in this process is to review proposals to amend the five-year plan, recommend program priorities and budget guidelines, recommend revisions in the plan, and assess planning accomplishments.

This report, released September 15, appears in appendix 4.

ACTIVITY	RESPONSIBLE	COOPERATION	PRODUCT	START	FINISH
I. Information for Planning a. Year 1 assessment: Programs Budget Enrollment	Planning staff	Deans, VPs Staff	Annual Assessment	4/15/78	8/10/78
b. Updating Information and Projections	Planning staff Division staff	—	Information Report for Next Planning Period (for Planning Committee)	6/01/78	8/20/78
c. Special Studies	Planning staff	Appropriate offices	Reports	Start at Various Times	—
II. a. Analysis/Assessment of Planning Achievements	Planning staff	Planning staff	Recommend General Program Priorities and Budget Guidelines	9/01/78	10/01/78
b. Establishment of General Program Priorities & Budget Guidelines	Administrative Council	—			10/15/78
III. Updating Plan Proposals and Ideas for year 2, year 3, and years 4-5	Depts/Divisions (Deans, VPs)	Planning staff	Proposed Revision in Plan Including Year 2 Budget Proposals	10/15/78	11/15/78
IV. a. Review/Recommend Detailed Plans for Year 2, Directions for Years 3-5, Budget for Year 2	Planning Committee	Staff	Recommendation (to Ad Council) or Year 2 Programs		12/15/78
b. Decide Year 2 Plan	Administrative Council	Planning Committee staff	Year 2 Plan & Budget (rough)		1/15/79
V. Updating 5 Year Plan Study Proposals for Years 3-5 i.e. New Programs, Construction, etc.	Planning Committee	Dept/Division staff	Recommend New 5 Year Plan	1/15/79	5/01/79
VI. Preparation for Implementing Year 2 Plan Detailed Budget	Administrative Council	Staff	Budget		5/01/79
VII. Approving Revised 5 Year Plan	Administrative Council	Planning Committee	Revised 5 Year Plan		5/10/79
VIII. Preparing New APPRS	Administrative Council	—	APPRS	5/01/79	6/05/79

Fig. 1. Operations process at Willamette University.

Assessment

At the beginning of the seventies a lack of trust and cooperation between Willamette faculty and administration had developed, caused partially by the faculty perception that their participation in institutional decisionmaking, including planning, was at most token. Faculty had been asked to provide information for planning, but could find no evidence that what they supplied had influenced decisionmaking. In addition, faculty received no feedback concerning the adequacy of their input. Faculty, thus, viewed whatever resources were used for planning as wasted. There was also at least implicit disagreement among certain internal constituencies concerning the institutional mission. Certain administrative statements and actions at that time suggested a more vocationally oriented institution than allowed for by Willamette's traditional liberal-arts mission.

The resolution of such problems and the initiation of the emphasis on planning started in 1973 with the arrival of a new president and his recognition of the poor institutional climate that then existed. To alleviate the trust problem, a series of ad hoc committees (first COMIC and then CPC) were established; the committees emphasized faculty and administration participation and identified and studied critical issues and concerns of the institution. From this work came not only the identification of important issues and the reaffirmation of Willamette's liberal-arts mission, but also the establishment of two permanent faculty committees: the Academic Council, which deals with academic program matters, and the Faculty Council. The Faculty Council, which addresses faculty personnel issues (including promotion and tenure) was intended to enhance faculty participation in the decisionmaking and governance of the institution.

The president, other senior administrators, and a small group of faculty recognized that a well-defined planning process that encourages broad participation is an asset in making the critical and difficult decisions of the future in identifying further areas of change that will affect Willamette. Out of this recognition came the decisions (1) to establish planning as a continuing management function (in the past, it has been viewed as an ad hoc activity); (2) to plan comprehensively and long-range (in the past planning was decentralized and done for one year only); and (3) to appoint a permanent committee (UPC) to coordinate planning at Willamette. Following is an assessment of Willamette's planning experience. The assessment is organized around two related, but distinguishable issues: first, the resources required for developing and implementing a planning process; and second, the problems encountered in that development and implementation.

Resources

Willamette, like many other institutions, underestimated the resources—people, time, expertise and information—needed to develop and implement a planning process. Initially, the resource issue at Willamette was related to an attitude, shared by some administrators and faculty, that planning was not part of their job, and it was viewed as an extra activity. This attitude is changing as it becomes clear from the events of the past two years that planning has affected institutional decisionmaking. Specifically,

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people whose participation in planning at one time was perfunctory are now involved substantively.

Expertise, gained mainly through experience, has also helped to alleviate the resource problem. For example, in developing their first plan (Planning Outline 1978), it was recognized that information, both internal and external to the institution, was important to planning, but no strategy to identify information that would be useful for planning at Willamette was developed. As a result, information was gathered and developed in an ad hoc and unstructured way, which turned out to be time consuming and inefficient. Since then, an information structure has been developed that clearly defines the information appropriate for planning at Willamette. The use of this structure in developing the *Planning Outline* (1979) has greatly improved the efficiency of data collection and use.

In generating information for planning from internal sources, staff realized that the data and computing systems of the institution were inadequate. Much time was spent on such activities as trying to reconcile data gathered from different sources, such as the business office and registrar's office. It became clear from this time-consuming activity that better integration and quality of information were needed. A thorough study of the university's data and computing systems followed, and as a result an improved and integrated data system is being developed and a new computer to support it has been purchased. (The new computer will also enhance Willamette's academic computing capabilities.) The fact that Willamette staff members have experience working with and analyzing current data systems already has improved their efficiency in developing and using information in planning.

Developing expertise in gathering and using external data has also improved efficiency of information collection and use. The time-consuming task of identifying what information is available and from what sources will not have to be repeated in future iterations of the planning process.

The commissioning of faculty members with relevant skills to do special studies to support planning has been successful and will be continued. These studies have not only supplied important information for planning, but have also enhanced faculty participation in the planning process.

Support received from the Northwest Area Foundation has enabled Willamette to do departmental self-studies. These studies not only provide an opportunity for departments to evaluate their strengths and weaknesses, which contributed valuable information for planning, but also helped faculty to develop skills in evaluation methodology useful in future planning activities, including future departmental self-studies. Willamette is exploring ways of designing future departmental self-studies that can be supported solely by internal resources.

Also, with Northwest Area Foundation support, a director of planning was hired who supplied most of the staff support necessary in developing the Willamette process. However, grant money will not be available in future years, and in a recent reorganization, the position of director of planning was not filled. The vice-president for academic affairs, a new position, has been assigned primary responsibility for planning; his staff, on a temporary basis, will provide support for planning. Staffing decisions for planning are being delayed until a clearer picture emerges of staffing needs for the improved data and computing systems. It is hoped that a position can be created that supplies planning support as well as the additional support needed in the data and computing areas.

Willamette has not found a complete solution for providing resources for planning; however, developing staff expertise and demonstrating that planning does and will effect decisionmaking has significantly closed the gap between needed and available resources.

Process

The Willamette planning process was designed during summer 1978 by the director for planning and an NCHEMS consultant. Early drafts of the process were reviewed by the president and vice-president of administration, revisions were made, and finally the process design was presented to the members of the UPC for their comments and suggested revisions. The process, which relied heavily on ideas from *A Handbook for Institutional Academic and Program Planning* (1978), was approved by the UPC at an early September meeting. Implementation started immediately. The process, as described on pages 26 to 31 of this document, is based on the premise that developing and implementing institutional plans are inseparable activities, and consequently the same group of persons should be responsible for both activities. Essentially, this meant that planning at Willamette would consist of an iterative process between planning units (usually departments) and the UPC, resulting each year in a budget and detailed plans for the year immediately ahead and less detailed plans for the remaining four years. The process did insure campuswide involvement and worked especially well for academic departments. The process, however, needs better definition concerning the involvement of the support areas of the institution. During the first implementation of the process, academic-unit and support unit plans were prepared and came to the UPC at the same time. This created some confusion and extra work, because many of the support-unit plans supposedly were to be based on the needs of the academic units. A revision in the process is being considered that would require a draft of academic unit plans to be prepared first, to be used by support units in preparing their plans. This revision in the process could result in more productive iterations between the academic planning units and support planning units.

The relationship between the UPC and planning units is fairly well defined (good for academic units and improving for support units), but the relationship between the UPC and other important committees such as the Academic Council (responsible for academic program) and the Faculty Council (responsible for faculty personnel) is not clear. Although this lack of clarity did not cause problems during the 1978-79 implementation, there is a potential for conflict. The planning process that will define the roles of such committees in planning will be refined during the next year. Also, an evaluation of planning activities of the past year has led to the decision to abolish the Budget Advisory Committee. It became clear that many of the functions of the BAC could be more efficiently handled by the UPC. Having the UPC more involved in reviewing financial data may also further strengthen the already existing integration of planning and budgeting.

Although Willamette was able to implement its process as designed, there were some problems with planning units completing assignments on schedule. During the first implementation, the flow of information from planning units to the UPC was often slower than scheduled, complicating the assessment task and comprehensive-plan development by the UPC. One reason was that once the immediacy of budget-building receded, most of those involved in budgeting turned their attention from planning to the daily responsibilities that they had put aside to work on planning. More specific information provided to planning units earlier in the process will help to solve this problem.

An issue related somewhat to the schedule problem concerns responsibility and authority with regard to planning. During the past year, the director of planning had the responsibility for the smooth and successful operation of the planning process, but it was not clear what authority he had. As mentioned earlier, in a recent reorganization the director-of-planning position has been left vacant and the vice-president for academic affairs is now responsible for planning and is the chairman of the UPC. He clearly has the authority to see that planning runs on schedule.

At the end of the first year of planning, evaluation of planning accomplishments was done as a part of the evaluation of administrators. Although these evaluations provided valuable feedback that will be used in improving the process, there is an expressed need for an annual evaluation that focuses on the process itself rather than on individuals. For example, planning-unit involvement and problems were not evaluated in a formal way and hence valuable insights about weaknesses in the process and how it might be improved were lost. Willamette is designing a formal evaluation process for planning that will solve this problem.

Although the format of the Willamette plan has not changed (*Planning Outline, 1979* has the same format as *Planning Outline, 1978*), the quality and utility of the document has improved. The section titled *Planning Assumptions* has improved because of the better use of external information. The *Goals* sections have improved because of experience and a conscious effort to make the goal statements more specific. In some cases, because of added specificity, it has been possible to link goal statements with budget figures.

In general, establishing planning at Willamette as a regular management activity (as opposed to an ad hoc activity) is viewed as a success by the participants, because it has enhanced participation and improved decisionmaking.

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APPENDIX I

Planning Questionnaires

1976

TO: Administrative Council November 29, 1976

FROM: The University Planning Committee

Willamette University exists in a world of higher education experiencing different pressures from a variety of directions. One need only reread the sober analysis of Willamette's Committee for Institutional Change which observed the warning signals in 1974:

> "As birthrates decline, and fewer people of traditional college age choose to attend college or opt for vocational training, it is increasingly difficult to maintain our accustomed student population and profile. In order to attract and retain students, we must offer programs and project an image which permit us to compete favorably with other private—and even public—schools which are also battling to survive in this environment. Costs will continue to rise but tuition cannot rise indefinitely or we will price ourselves out of the market. Neither can we rely to the extent we previously have on the resources of the Board of Trustees and a few other generous donors."

Yet, Willamette enjoys distinct advantages of geographical location, commitment to teaching, diversity of curricula, and abundance of facilities which will assist the University to meet these challenges. Through careful evaluation of its resources and aspirations, Willamette possesses the ability to build upon its strengths to respond positively to pressures independent higher education faces. As the COMIC report declared, "As a minimum, we must improve our effectiveness—as instructors, as administrators, as decision-makers."

To maintain program flexibility and the capability to make voluntary decisions about the institution's future, the University has inaugurated a five-year planning process designed to identify contingencies which the future may hold and alternatives which may be available in adapting to changing conditions. Five distinct phases are under way in implementation of the planning process. Analysis of purposes and functions is being undertaken in regard to academic units, academic support units, personnel, enrollment, and physical plant. This evaluation will lay the base for an integrated University five-year plan which can be reviewed and updated annually. The University Planning Committee, broadly representative of faculty and administration, will coordinate the overall planning effort.

The enclosed questionnaire document is designed to provide guidance for administrative unit planning analysis. The quality of insights developed in the administrative unit analyses will go far in shaping the wisdom and foresight in the five-year institutional planning document. These judgments will prove valuable in assisting colleges, departments, and programs to adapt to changing needs and opportunities.

For the purposes of this questionnaire, the Committee would like you to make the following assumptions:

1. The size and compositon of the undergraduate student body will not markedly change.
2. The size and composition of the teaching staff will not markedly change.

The University mission was eloquently expressed in the COMIC report:

> "The Committee endorses Willamette's commitment to the liberal arts and to professional and graduate programs which build on a liberal arts education. Liberal arts goes considerably beyond any specific program. By liberal arts we refer to an attitude or approach to learning which involves a respect for ideas and cultures, and the goal of intelligent, sensitive insight into the human situation. We believe it is through liberal arts education that questions of the future, involving moral judgment, social and technical complexity, creative leisure and personal abilities to adjust to rapid change, can be addressed most adequately. The framework for dealing with such questions traditionally is developed through liberal arts undergraduate programs. The development of professional expertise through graduate training presupposes the values implicit in the liberal arts framework. Thus the Committee sees a continuing and indissoluble link among the colleges and programs at the University."

If at all possible, please submit your report responding to the questionnaire to Larry Large by December 15, 1976. Please address all questions to Sam Hall or Larry Large.

Thank you in advance for your cooperation.

ACADEMIC SUPPORT UNIT

FIVE-YEAR PLANNING QUESTIONNAIRE

Academic Support Unit______________________Reporter______________________

Please indicate the method(s) used to arrive at the conclusions stated here.

___________division or departmental meeting of all staff

___________discussion with individual members of the staff within the functional unit

___________discussion with students

___________other (describe) (e.g. meetings with university personnel attached to other units)

I. ADMINISTRATIVE FUNCTIONS

1. What are the broad objectives of your administrative unit?

2. What is the current demand for services from your unit?

3. How do you measure and evaluate demands for services made upon your unit?

4. Identify the *major* transactions or activities of this unit and the approximate number handled annually. Note any major changes in the past five years.

5. Identify and discuss current educational and financial issues that involve your unit.

6. Identify and discuss probable educational and financial issues which will affect your unit during the next five to ten years.

7. Identify and evaluate alternative delivery methods for the services rendered by your unit.

8. What are the essential activities conducted between June 1 and August 15 within your unit?

9. What significant summer activities should be shifted if a plan were developed to reduce or eliminate summer staffing?

10. Please develop cost comparisons which indicate current trends of your unit and comparative data which you may have about other institutions. (Please consult your area Vice President or Dean in completing this section.)

11. Please develop a five-year plan for your unit which includes both a program description and estimated costs. (Do *not* account for inflation.)

12. Describe present physical space requirements and project requirements for the next five years for your unit.

13. Please summarize briefly the annual priority planning report or TOPS as submitted for your unit for the current academic year.

II. RESEARCH AND COMMUNITY SERVICE

1. Administrators and staff participate in a variety of activities that relate to the mission of the University. Three of these areas are Research, University and Community Service. List the names and contributions of persons in your unit engaged in these areas:

   Research

   University Service

   Community Service

2. What unique services and/or contributions does your unit make to the cultural enrichment of:

   The University

   The Community

III. GENERAL CONCERNS

1. Should the University adopt a core of liberal arts courses or experiences required of all undergraduate students? If so, what might these be?

2. Describe any new programs which your unit feels the University should develop during the next five years, the level and sources of resource support such programs might have and their impact on the programs of your unit and other units.

3. What proposals for administrative reorganization should the University consider in developing the five-year plan, e.g., reorganization of colleges, departments or administrative offices; combinations of functions or programs, etc.? Should any units or offices be strengthened or created? Curtailed or eliminated?

4. Does the University mission statement serve adequately as a framework of goals for your unit's program objectives? How might the mission statement be improved?

If at all possible, please return the completed questionnaire to Larry Large (after clearance with your area Vice President or Dean) prior to December 15, 1976. Also, please address all questions to Larry Large or Sam Hall.

Thank you.

11/29/76

APPENDIX II

Progress Report

September 1977

TO: Faculty and Staff DATE: 9/8/77

FROM: University Planning Committee

SUBJECT: Progress Report

The University Planning Committee was appointed approximately one year ago by President Lisensky.[1] We believe that it is important now to report on what we have done during the year, the tentative conclusions we have reached, and the activities we propose for the 1977-78 academic year.

As was stated in a memorandum last autumn, the committee has defined its role to be that of facilitators and coordinators of planning at Willamette. We have attempted to analyze the environment in which Willamette functions and the current programs and operation of the University. We have compared the programs of the University with its stated mission and goals. We wish now to prepare, as best we can, projections and plans for the University during the next five years.

The committee has identified several issues on which planning decisions must be made. We have also agreed that there are certain aspects of our present programs and operations which the University should carefully examine to determine whether changes should be made. We intend during the fall semester to initiate discussions of the alternatives for resolving these questions and to stimulate the appropriate faculty groups and administrators to consider them and make decisions and plans.

As presently conceived, the final report (plan) written by the committee will consist of five components. These will address the areas of enrollment and students, curriculum and academic organization, administrative and support services, physical plant and facilities, and personnel. The remainder of this report is partitioned along similar lines and presents some of the committee's data, conclusions, and concerns in those areas.

I. Enrollment and Students.

A. The widely publicized decline in the number of high school graduates will begin in 1980. The projected effect on enrollment at Willamette is shown on the sheet attached. The projection of undergraduate enrollment assumes that Willamette will continue to attract the same fraction of high school graduates that it has in the past and that there will be no change in the attrition rates. The projection shows that enrollment should reach its maximum at about 1300 students during the period 1978-1982 and then decline rapidly to less than 1200 by 1984-85. There seems to be consensus on the campus that a student body of approximately 1300 is more desirable. The University must decide whether there are changes we can or wish to make that will enable us to counteract the effect of the decline in the number of 18-year old potential students.

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[1] A list of present members of the committee is appended.

The projection for law enrollment assumes that we will continue to have more qualified applicants than we can accept. The number of such applicants will probably decline during the next five years and it is possible that the projection is optimistic. The College of Law should decide to what extent, if any, it is willing to reduce the enrollment in order to maintain the admissions standards of the College.

Future enrollment of the Atkinson School cannot be estimated with confidence. The School is studying its enrollment experience and will modify its recruitment program in the light of the results of the study. The admissions program has been strengthened by the appointment of a Director of Admissions and Placement. The committee is encouraging the continuing appraisal of progress in this area.

B. The profile of new students for the past four years show that they are nearly all 17-19 year old Caucasian Christians with superior high school credentials. In addition, the majority have family incomes well above the national averages. A significantly large number of them hope for careers in medicine, law, or the fine arts.

The planning reports and the conversations the committee has had with persons on campus provided a number of suggestions aimed at attracting a different kind of student to the existing programs at Willamette. None of these seem to the committee to have both wide enough support and potential for a significant enough impact on enrollment to warrant planning committee action at this time.

C. Comparison of the retention rates for undergraduate students at Willamette with those for comparable universities shows that fewer of our students stay until graduation. Studies done at Willamette on the "problem" have yielded little that helps in explaining or understanding the situation. The planning committee is gathering data which it hopes will at least allow us to understand what is happening and allow us to conjecture intelligently about why it is happening.

D. Total financial aid to students is now approximately $1,500,000 in grants and work plus $500,000 in loans. Included in this is about $500,000 of Willamette's unrestricted income. This amount seems to be significantly more (proportionally) than that spent by universities comparable to Willamette. The committee is attempting to determine whether this is a sign of strength or weakness at Willamette and whether a change in financial aid policy is desirable.

Curriculum and Academic Organization

A. The Faculty of the College of Law should begin now to plan for whatever participation it intends in the programs of continuing legal education which will probably become mandatory for attorneys in Oregon. The trend toward certificated specialization in law and the related issue of appropriate options in the third year of the curriculum should also be evaluated.

B. The Faculty of the Graduate School of Administration will naturally make adjustments to its curriculum as enrollment increases and faculty are added. The committee wishes to encourage the development of programs which can serve local adults interested in continuing their education on a part-time basis.

C. The Undergraduate Faculty should consider whether the curriculum should be adjusted to respond to changes in societal demands, shifts in student interests and career plans, and growth of new fields of knowledge. While such activities are, of course, a part of the normal routine of the faculty, the planning committee thinks it appropriate to emphasize some particular issues it believes the faculty must confront as we prepare a long-range plan:

(i) Most faculty believe that the present academic organization is not providing the structure for sufficient cooperation, coordination, and leadership. Many faculty suggested to the committee that it would be better if individual faculty members were to broaden the scope of their direct involvement and, in turn, relinquish some of their accustomed personal perogatives in academic matters. The opinion was expressed repeatedly that faculty should cooperate more, assume a more active role in determining the curriculum of the whole college, and take the initiative for leadership in academic matters more often.

Conflicts in scheduling classes because of a course schedule which concentrates most of the classes in a few time blocks and because of a lack of information about the intents of other departments, inadequate advising because of the lack of broad knowledge of the curriculum, the inability of departments to attract sufficient support for their programs, a concern that academic standards and the quality of the overall programs for graduation have been dropping, and a lack of coherence in revisions of the curriculum have been pointed out to the committee as problems which exist and might be resolved by some kind of academic reorganization.

The undergraduate faculty should make a decision on whether to return to some kind of divisional system of grouping faculty for administrative and curricular purposes. It should also consider whether the present committee structure and the assignments of the committees should be modified. The planning committee believes that the Academic Council and the department chairmen should give these topics attention as soon as possible.

The committee is also concerned because it is not clear that appropriate mechanisms exist for making the decisions on priorities and reallocation of resources which will be necessary if we are to modify the curriculum and also teach fewer students.

(ii) The role of physical education and intercollegiate athletics in the curriculum needs to be reexamined. Clarification of the status and academic responsibilities of the faculty is needed. The recent administrative reorganization has given responsibility for the direction of intercollegiate athletics to Vice President Large.

Administrative and Support Serivces

A. The committee has tried to compare administrative costs of Willamette with those of other universities. This has been difficult because of a lack of uniformity in the ways that expenditures are reported and because many universities are unwilling to cooperate in detailed comparative analyses. The committee is obtaining additional data which it hopes will enable it to make some reliable comparisons.

B. The Law Library has a continuing problem of obtaining sufficient funds to maintain the desired holdings.

Pat Stockton, University Librarian, is revising the Program Statement for Modification of Willamette University Library (December, 1975). This revision should be available soon for discussion by the planning committee and other interested persons.

C. The area of support services singled out for improvement most often in the information provided to the planning committee is the Media Center. While many of the problems mentioned last winter were transitory, there remains a need to decide what level of support, in terms of equipment and service, we wish to maintain and to ensure that the Media Center receives the direction it needs. In addition, the language laboratory needs maintenance and technical support which the committee believes should be the responsibility of the Media Center.

D. It will probably be necessary or desirable within the next five years to replace all of the computing and bookkeeping systems on campus. The planning committee will be asking the Computer Advisory Committee, Mr. Harris and Mr. Giles for a report on the projected instructional and administrative needs and the alternatives for meeting them.

E. As might be inferred from the enrollment projections, the admissions staff will be facing increasing competition and pressure in recruiting new students. In many universities, the faculty have a continuing, active role in determining admissions policies and standards. While the committee is not prepared to recommend that we should do this at Willamette, we do believe it worth considering. The faculty of some Willamette departments (Physical Education, Music, Theatre) do play an active role in recruiting new students.

F. Assuming that inflation will continue at an annual rate of 5% or more, the University will face some difficult challenges in fund raising. The planning committee will be developing projections of income and expenditures for the next five years. Planning for Development Office activities will depend heavily on the decisions that are made in the other areas. President Lisensky has stated that he will begin this year to devote more of his time to this area.

Plant and Physical Facilities

The data available to the committee indicates that Willamette has much more space available for academic use than most universities our size. Rapidly rising energy costs and the projected decrease in the number of students make it appropriate that we seek opportunities to reduce the amount of space used and schedule use more efficiently.

A. The only new building presently under consideration is a new library. The consultant who was on campus during the spring to look at the present facilities and give an opinion on the plans for modification of the library program believes that the present stacks area can not be renovated to suit our needs. He recommends construction of a new building. The committee hopes that a decision can be made in the next year on what direction we intend to take to improve the library facilities.

B. A decision on the exact nature of proposed renovation of the old gym for theatre must be made immediately. A challenge grant which would provide some of the funds necessary is available from the Kresge Foundation.

C. The planning committee has had prepared an inventory of the present condition of the space used for academic purposes. It hopes that this can be used to prepare a plan of systematic minor renovation of classrooms, laboratories, and faculty offices. Decisions on priorities for major renovations will also be made.

Personnel

A. A plan for staffing the projected operations of the University must await substantial progress on the other components of the plan. The program for evaluation of administrators which will begin this year should provide detailed descriptions of the function of the administrative positions and give a basis for planning to meet administrative personnel requirements in the future. A program of support for professional development of administrators is in effect.

B. The committee believes it important to establish priorities and make plans for changes in faculty staffing. In addition to the changes that may be caused by the curriculum planning there are two types of change for which the faculty needs to set policy and plan.

The student-faculty ratio is a focal point for debates on the efficiency and the effectiveness of education. The ratio in the College of Law is presently about 25:1. It has ranged from 29.5:1 to 25.2:1 during the past five years. The planning report of the College stressed the importance of attempting to reduce this to 20:1. This would require about 3 new full time professors. While attempting to do this would seem to be counter to present trends, we must decide whether to plan such a change.

The student faculty ratio for the undergraduate colleges has been nearly constant at 12.7:1 for the past five years. (It was higher in earlier years.) Such a ratio is lower than that at comparable institutions (13.5-14:1) and significantly lower than that at public and larger schools. The committee believes that any reductions in the number of students should be matched with appropriate reductions in faculty and that in the event of increases in students an attempt should be made to avoid adding faculty.

The committee supports the efforts of those groups who are working to develop processes which will assist faculty who wish to improve their professional skills. However, it wishes to emphasize the need to make plans for our response to shifts in curriculum and enrollment.

There seems to be consensus that the University should give high priority to the support of faculty who wish to obtain additional training which would qualify them to teach in new fields whenever it is decided that the program of their present field of competence is to be reduced. If this is to be more than an impractical platitude, we must plan carefully how this can be done and allocate resources to support the process.

This report of the committee has attempted to include the most important items of which the committee wishes its colleagues to be aware. We have gathered a great deal of additional information and data which is available to those interested. We do appreciate the help that has been given us in gathering information and wish to include as many as possible in the process of learning and planning in which we are engaged. Suggestions and comments about this report would be most welcome.

UNIVERSITY PLANNING COMMITTEE

Jerry Berberet (Dean)
Virginia Bothun (CLA)
Claudia Burton (Law)
Wright Cowger (CLA)
Bill Devery (CLA)
Jay Doubleday (Dean)
Ord Elliott (GSA)
Sam Hall (CLA) Chairman
Milo Harris
Carlton Snow (Dean)
Tom Hibbard (CLA)
Larry Large
Richard Stewart (CLA)
Robert Lisensky

FALL TERM HEADCOUNT DATA AND PROJECTIONS

Data	Fr.	So.	Jr.	Sn.	Spec.	Total U.G.	Law	GSA	Total	
1971-72	435	373	250	243	19	1320	387	-	1707	(1611)*
1972-73	403	316	252	199	17	1187	411	-	1598	(1524)*
1973-74	395	328	251	223	17	1214	403	-	1617	(1515)*
1974-75	391	324	248	210	17	1190	380	70(50)*	1649	(1558)*
1975-76	430	321	280	196	13	1240(1180)*	382(367)*	100(79)*	1724	(1626)*
1976-77	422	359	244	210	11	1246(1184)*	385(376)*	121(77)*	1752	(1637)*
Projections										
1977-78	421	348	285	193	12	1259	385(375)*	120(80)*	1764	
1978-79	431	347	276	226	12	1292	385	140(100)*	1817	
1979-80	435	356	275	219	12	1297	385	165(125)*	1847	
1980-81	433	359	282	218	12	1304	385	175(145)*	1864	
1981-82	419	357	285	223	12	1296	385	180(150)*	1861	
1982-83	402	246	283	226	12	1269	385	180(150)*	1834	
1983-84	387	332	274	224	12	1229	385	180(150)*	1794	
1984-85	374	319	263	217	12	1185	385	180(150)*	1750	

*Tuition Full Time Equivalent

Assumptions

1) W.U. Freshmen will be proportional to number of Oregon High School Graduates. This assumption is the one used by the Oregon Educational Coordinating Commission. (Constant = .0132)

2) W.U. Retention Rates will Equal the Average Rate for the Past Three Years.

3) Special Students Will Be Constant.

4) Law Will Continue at Presently Determined Capacity.

6/29/77 R. S. Hall

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
C. UNIVERSITY COMPUTING					
The University computing and data processing equipment is rapidly approaching obsolescence: The NCR 400 maintenance support is scheduled to end early in 1980. The HP 2000 maintenance support is scheduled to end late in 1981. The IBM 1130 is of an earlier generation of equipment.	Equipment replacements will be necessary to avoid serious disruptions of services to students, academic support & administrative support.	To provide a reliable, cost-effective computing capability for students, faculty & administrators.	1. Administrative Capability A. Systems requirements study to specify system personnel, software, and hardware for all administrative users.	A. Andersen & Co. V.P. Finance Dir., Computer Service	Spring, Summer 1979
			B. Acquisition or lease of new system.	Financial Aff. Committee V.P. Finance Dir., Computer Service	Summer 1979
			2. Evaluate academic needs and commission a systems requirements study for academic computing.	Univ. Computer Committee Deans Dir., Computer Services Dir., Academic Computing	FY 1979-80
D. PLANT SERVICES					
No orderly, systematic program has existed for the regular maintenance of mechanical equipment, buildings or furnishings, and mechanical failures have been frequent, costly, often untimely, while the older buildings & their furnishings have been deteriorating more rapidly than should be expected from normal wear & tear.	A systematic program for preventative maintenance will reduce the frequency & cost of equipment failures and result in more attractive buildings and furnishings.	Develop and implement a cost/effective program for preventative maintenance.	Develop a preventative maintenance program.	Dir. of Plant	FY 79-80 & ongoing
			Retrain & restaff personnel to implement a preventative maintenance system.	Dir. of Plant Dir. of Personnel	ongoing
			Avoidance of preventative maintenance problems in buildings and renovation plans.	Architects Dir. of Plant	ongoing

APPENDIX III

Planning Outline (Draft)

May 1, 1979

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TO: Willamette University Community 1 May 1979

FROM: University Planning Committee

The pages which follow constitute a summation of the Planning Committee's work during the past year. It is what we view as the "first annual revision" of the draft written in 1978-79 and distributed on January 13, 1978.

If one compares this draft with the first, it should be clear that certain issues have received special attention this year. The goals have been made more specific and activities have begun to achieve them. This second report contains some of the biases and unevenness of the first. It is very much biased toward identification of issues and areas of the University which are of special concern. The draft is not a comprehensive description of the University. It is intended to give a complete listing of areas we believe need attention in planning for the next few years.

The core of the introductory memo for that draft is still pertinent.

"As we look toward the 80's, it seems sensible, and perhaps imperative, that we plan with some care if we are to preserve the academic excellence of the institution and meet with intelligence the challenges that obviously lie ahead.... The following document, therefore, represents our best effort at looking at where we are and considering, in the light of that and the externalities noted, where we might think about going.... These goals range from very specific to very general and are in no way ranked in order of importance. All are open to discussion, and we invite and urge your comments and suggestions.... It is our belief that from our mutual efforts can come a strong and positive future for our institution."

COMPREHENSIVE ASSUMPTIONS

General Economy

1. Inflation will continue in the foreseeable future at a minimum of seven percent per year.

2. The continuation of a four to five percent annual growth rate in the Gross National Product is not likely over the next five years. National expenditures on education as a percent of Gross National Product (currently just over seven percent) is not likely to increase.

Higher Education in General

1. The impact on higher education of inflation and wage-price guidelines and controls will continue to be more severe than on most other sectors of the economy because there are few opportunities to increase productivity. The greater the rate of inflation, the greater the cost pressure on higher education.

2. The number of persons in the traditional age group (19-21) will decline during the next five years by seven percent.

3. Further increases in the percentage of students of college age actually attending college are unlikely.

4. The growth of the community and junior colleges will continue but at a reduced rate.

5. Institutions will be engaged in an aggressive search for students to maintain enrollments.

6. Cost reduction efforts will be necessary to maintain priority programs and achieve compensation levels which offset financial pressures on faculty and staff.

7. External student financial aid fund sources will continue to increase, but at rates lower than in recent years.

Private Higher Education

1. Enrollment patterns for private higher education in general will follow the decline in the total number of college age students nationally.

2. Tuition rates will not continue to increase in relation to student costs.

3. Increased attention to general education and continuing education with a focus on liberal education will dominate curriculum planning.

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COLLEGE OF LAW
ENROLLMENT

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. There has been a nationwide decrease in the number of persons applying for law school. Current first year enrollment is higher than planned or desired.	1. As the applicant pool decreases, competition for students will increase.	1. Achieve enrollment at the intended maximal size of the college.	1. Enroll 140 new first year students in fall of 1979.	1. Dean Admissions staff	Spring, Summer
2. The qualifications of entering students have been approximately the same the past three years. (LSAT 614, G.P.A. 3.35). This is slightly above the national norm.	2. We wish to maintain high standards, even at the cost of some decrease in the number enrolled.	2. Maintain high standards of admission.	2. Expand applicant pool through all possible means: personal visits, correspondence, brochures. Cooperate with the West Coast Recruiting Consortium.	2. Dean Admissions staff	Fall, Winter
3. The numbers of minority students in the entering classes in the last three years have been: 1976--6; 1977--12; 1978--17. (We include Blacks, Hispanics, Native Americans, and Asian-Americans in our definition). All students are graded by the same standards. Some minority students come to law school with weaker academic backgrounds than non-minority students and can benefit from a tutoring program.	3. We desire to help increase minority representation in the Bar and appreciate the added dimension that minority students bring to the total law school experience of other students. We wish minority students to succeed academically and do not wish to use a double standard in measuring academic performance.	3. Continue and improve our minority student program.	3. Seek out and admit qualified minority students. Develop a financial aid program that assists qualified minority students to attend WUCL. Continue to experiment with tutoring programs to develop a method that will minimize academic attrition.	3. Dean Minority Student Committee	Fall, Winter
4. Placement of law graduates in desirable positions is becoming increasingly difficult.	4. We are not doing as well as we should in discovering opportunities for placement of graduates.	4. Have a placement office that provides career counseling, actively seeks to discover law positions, and helps to place students in clerkships and permanent positions.	4. Visit law firms throughout the Northwest. Conduct placement seminars using lawyers and judges. Investigate opportunities for cooperation with GSA in placement.	4. Dean Placement Dir.	Fall, Winter, Spring

ATKINSON GRADUATE SCHOOL OF ADMINISTRATION
ENROLLMENT

FACTS	ASSUMPTIONS	GOALS	78-79	79-80	80-81	81-82	82-83	ACTIVITY	RESPONSIBILITY	TIME
1.a) Average annual full-time equivalent (FTE) students have increased: 1974-75 50 1975-76 79 1976-77 77 1977-78 78 1978-79 102 (est)	1. Enrollment can be increased steadily to capacity of the Seeley Mudd Bldg., 150 FTE students.	1. Increase enrollment to capacity Average annual FTE	102(est)	125	137	150	150	1. Intensify recruitment efforts to obtain desired number of entering full-time students	1. Director of Admissions	continuing
		Fall full-time	87^b	113^b	125^b	130^b	140^b	Improve retention ratio by better selection, by program changes to meet student needs, and by increasing full-time faculty.	Director of Admissions Faculty	continuing
		Fall entering full-time	69^b	75^b	80^b	85^b	81^b			
b) Average attrition of full-time students from entry until beginning of second year was 39% for the first three years of the school, but rose to 61% from 1977 to 1978. (Some of the students who are not retained as full-time students continue as part-time students, including joint degree students in the third and fourth years.	Attrition of full-time students from entry until beginning of second year will be reduced from about 40% to 30% by 1981-82.	Fall continuing full-time	18	38	45	55	59	Maintain a constant level of part-time students.	Director of Admissions	continuing
		Fall part-time	64^a	65^a	65^a	65^a	65^a	Increase mailings, visitations to areas east of the mountain states.	Director of Admissions	continuing
		Retention ratio fall to fall	60%	60%	60%	69%	69%			
		[a] Includes joint degree students taking less than a full load at the Atkinson School. [b] Includes joint degree students taking a full load at the Atkinson School (12 hours or more).								
2.a) Women accounted for about 20% of the full-time students, about 30% of part-time students, during the years 1976-77 through 1978-79	2. The number and proportion of women students can be increased through appropriate recruitment, scheduling of classes, and supportive services to women students.	2. Achieve desired composition of the student body. Increase percentage of women students.						2. Special efforts to recruit mid-career women through women's groups and specialized information channels. Develop a brochure.	2. Director of Admissions	continuing July 15,'79
b) Entering full-time students were 13% minorities in 1976, 9% in 1977-78 and 10% in 1978-79.	The number and proportion of minority students can be increased through appropriate recruitment and supportive services to minority students.	Increase proportion of minority students.						Develop a brochure directed to minority students. Seek minority scholarships.	Director of Admissions Dean of Atkinson School	Complete by July 15,'79 continuing
c) Admissions decisions are based on academic performance, Graduate Management Admissions Test or Graduate Record Examination scores, non-school experience, references, and, where feasible, personal interview.	The school will avoid the basing of admissions decisions solely on GPA and test scores.	Raise mean GMAT score and GPA.						Expand applicant pool through all feasible means. Attract applicants with desired scores through personalized recruiting practices.	Director of Admissions	continuing

Atkinson Graduate School--Enrollment, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITY	RESPONSIBILITY	TIME
d) A large proportion of the new students need financial aid (50% of full-time entering established need in 1978; about 18% of need was met through grants; the remainder through loans.	Availability of adequate financial aid, both grants and loans, is essential to obtain the desired composition of the student body.	Increase scholarship assistance proportionately to growth in the full-time student body and tuition.	Fund raising	Dean of G.S.A. Development Office	continuing
3. The Director of Admissions and Placement devotes the majority of his time to admissions, leaving little time for placement.	3. Effective career planning and placement service is a primary factor in attracting students.	Strengthen career placement service.	Provision of career planning aid and job-finding skills.	Director of Admissions & Placement	continuing

COLLEGE OF LIBERAL ARTS
STUDENT BODY CHARACTERISTICS

<table>
<tr><th>FACTS</th><th>ASSUMPTIONS</th><th>GOALS</th><th>ACTIVITY</th><th>RESPONSIBILITY</th><th>TIME</th></tr>
<tr><td>1. Nearly all students are full-time, 18-22 years old.</td><td>1. Desire to have some adult part-time students but 90+% will remain full-time, 18-22 years old.</td><td>1. Develop small self-supporting continuing education programs. Increase appeal to non-traditional age students, especially transfers.</td><td>1. Completion of grant proposals to Kellogg Foundation; development of 1979-80 pilot program. Assessment of academic programs in terms of needs of non-traditional age students. Increased admissions efforts to attract transfers.</td><td>1. C.L.A. Dean, Ralph Wright, Academic Council, Admissions</td><td>March 1979
Ongoing</td></tr>
<tr><td>2. Number of new freshmen has been roughly proportional to the number of Oregon high school graduates. This number (H.S. grads) will peak in 1979 and decrease 11% below the peak by 1984.</td><td>2. Competition for well-qualified students will increase</td><td>2. To maintain our share of potential new students.
Enrollment projections:
<table>
<tr><th></th><th>Frmn.</th><th>Trans.</th><th>Total New</th></tr>
<tr><td>*1977-78</td><td>386</td><td>78</td><td>464</td></tr>
<tr><td>*1978-79</td><td>388</td><td>89</td><td>477</td></tr>
<tr><td>1979-80</td><td>400</td><td>85</td><td>485</td></tr>
<tr><td>1980-81</td><td>400</td><td>90</td><td>490</td></tr>
<tr><td>1981-82</td><td>385</td><td>93</td><td>478</td></tr>
<tr><td>1982-83</td><td>370</td><td>96</td><td>466</td></tr>
</table>
*Actual</td><td>2. Development of a comprehensive admissions recruitment strategy for the 1980's, including larger participation of alumni, faculty, staff and students.</td><td>2. Admissions, V.P. for Univ. Relations, Alumni Relations, Academic Affairs</td><td>Sept. '79</td></tr>
<tr><td>3. The number of minority students is small, less than 5% in recent years. Definition of "minority" students: Black Americans, Hispanic-Americans (including Chicanos), Native Americans, and Asian-Americans (Hawaiians not included).</td><td>3. Wish to have a significant number of minority students to help us fulfill our mission as a liberal arts college.</td><td>3. Achieve an enrollment of 10% minority students with emphasis upon extending the existing base of Black students and with further efforts to attract students of other minority groups.</td><td>3. Active recruitment program including involvement of staff and students, minority student brochure, and increased visits, especially in Portland, to schools with large minority enrollments.</td><td>3. Admissions, Student Affairs, Minority Action Committee</td><td>Ongoing</td></tr>
<tr><td>4. Mean GPA at 3.4 in academic subjects. Of our freshmen, 77% say they have high academic ability--compared to 58% nationally and 86% in ten "comparable" colleges.</td><td>4. To attract students it is necessary to be perceived as an excellent academic institution.</td><td>4. Attract better students. Increase GPA to 3.6 and perception of ability/preparation, etc., to 82%.</td><td>4. Continued efforts to review and upgrade quality and reputation of academic programs, i.e., current Northwest Area Foundation grant departmental self-studies, reform of graduation requirements and guidelines.</td><td>4. C.L.A. Dean and Faculty, Academic Council</td><td>August '79 & ongoing</td></tr>
</table>

C.L.A. Student Body Characteristics, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITY	RESPONSIBILITY	TIME
5. Attrition is high at Willamette--37% of student body is new each year. This figure is 32% at Private Liberal Arts Colleges I and 41% at Private Liberal Arts Colleges II.	5. Retention can be improved, but it will be a slow, difficult process.	5. Improve retention to achieve 33% new students by 1982-83	5. Coordinated efforts among Academic and Student Affairs in academic, residential, and co-curricular programs; creation of Student Development Center.	5. Dean of Students, C.L.A. Dean, Faculty and staff, V.P. Univ. Relations	August, 1979 and ongoing
6. Attrition of minority students is somewhat higher than that of majority students, yet retention of Black students from Oregon is substantially better than that of Black students from other states.	6. Retention can be improved by recruiting more minorities from Oregon, by admitting minority students most likely to succeed in this environment, by better meeting minority students' needs once they arrive.	6. Focus upon minority student needs in retention efforts while attempting to increase the number of Blacks from Oregon.	6. Beyond #5 above, participate in Willamette Valley Racial Minorities Consortium. Further develop ties between minority undergraduates and graduate students.	6. Student Affairs, MAC, Faculty	Ongoing
7. The number of Oregon students is increasing and Willamette receives state support for the educational services provided them.	7. The number of Oregon students will continue to increase but the amount of support per student provided by the state is not likely to increase as it has since 1971.	7. Encourage increased public support for educational services provided to these students.	7. Active participation in Oregon Independent Colleges Association and other public policy activities.	7. President, Development Office	Ongoing

COLLEGE OF LAW--ACADEMIC PROGRAM

FACTS	ASSUMPTIONS	GOALS	ACTIVITY	RESPONSIBILITY	TIME
1. Students should be prepared for professional service as a lawyer. Work of a lawyer demands analytical skill, ability to communicate, application of professional values to decision-making process and concern for individual and societal values.	1. Primary mission of the Law School will remain constant.	1. Strengthen the curriculum and course content to effectively carry out the Law School mission.	1. Review curriculum and course content.	1. Dean, Faculty, Curriculum Comm.	ongoing
2. Law School has a joint degree program with the Atkinson School. It is attractive to prospective students.	2. The joint degree program meets the needs of certain students and strengthens the ability of the College of Law to recruit new students.	2. Academic excellence in the joint degree program. Coordinate course offerings with the Atkinson School.	2. Consider joint law-administration faculty appointments. Review joint law-administration degree requirements and implementations. Monitor and evaluate program.	2. Faculty, Dean, Joint Committee of the College of Law and the School of Administration.	Spring '80
3. The curriculum contains a minimal number of courses beyond the core curriculum.	3. Greater curriculum richness with appropriate specialization will a) add to the intellectual climate in the school and increase our academic reputation. b) make us more competitive in attracting and placing students.	3. Increase curriculum richness and develop appropriate areas of specialization in the curriculum.	3. Create summer school. Use between semester period for intensive courses. Increase number of GSA courses available to law students. Increase cooperation with undergraduate school to provide additional enrichment courses. Consider need for additional faculty.	3. Dean, Faculty, Curriculum Com.	ongoing
4. We are the smallest accredited law school on the West Coast and among the smallest in the country. Because not all our beginning courses are sectioned, we have some first year classes which are the largest of any law school in the Northwest.	4. Our smallness is attractive to some potential students. Our actual class sizes in some cases differ from student expectations. There are academic advantages to smaller classes.	4. Reduce class size where particularly desirable (first year classes, selected second and third year classes.)	4. Consider options for accomplishing goal and make recommendations considering different use of present faculty and adding faculty.	4. Dean, Faculty	Dec. '79
5. Continuing legal education activities and programs have been limited.	5. The School can and should provide opportunities for continuing legal education.	5. Develop on-going continuing legal education.	5. Consider Oregon Law Institute proposal for cooperation of all three Oregon law schools.	5. President, Dean, Faculty	ongoing
6. Law schools have recognized the value of offering law students practical training in the law. This training has been given through the creation of legal clinics or in some cases through extensive offerings of simulated practical problems.	6. The academic program should prepare law students to represent clients competently and responsibly.	6. Aid law students in developing professional skills.	6. Determine whether we should create a legal clinic. Bring lawyers, judges and other law professors to the College of Law. Provide forums for discussion of professional ethics.	6. Dean and Faculty	ongoing

College of Law--Academic Program, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
7. There are a substantial number of students who work more than fifteen hours per week and this results in a concomitant decline in class attendance and in the level of class participation of those who do attend.	7. Low standards are not tolerable at a quality law school. Commitment to law study is essential.	7. High standards of academic achievement are desirable for WUCL graduates. The Law School must provide alternatives for students that work for compensation, placement and experience.	7. Provide better structure for internship program and credit received therefore. Reduce number of pass-fail courses. Reduce number of courses where grades are given for work unsupervised by faculty. (Moot Court, Mock Trial, and Law Review). Review scheduling problems created by practice of Friday off for seniors. Reduce credits given student teaching assistants in legal writing by increasing mandantory compensation.		Fall and Spring
8. At the present time we do not have a summer school.	8. A summer school would be advantageous to WUCL. First, it would allow additional courses to be offered to our students. Second, it would allow professors of other law schools to teach at WUCL. Third, it would provide the joint degree students with an opportunity to ease their credit difficulties.	8. Establish a summer school.	8. Review experimental summer program during summer of 1979.	8. President, Dean	immediately

ATKINSON GRADUATE SCHOOL OF ADMINISTRATION
ACADEMIC PROGRAM

Facts	Assumptions	Goals	Activities	Responsibility	Time
1) Primary mission is to prepare persons for Professional careers in management with a Master of Administration degree program, emphasizing analytical skill, understanding of organization and socio-political environment, conscious value decisions, and concern for business-government relations.	The primary mission will not change during the five years of the plan.	Strengthen curriculum and course content to increase effectiveness in carrying out the School's mission.	Review curriculum and course content regularly.	Dean Faculty Curriculum Committee	each fall term
2) Most courses treat concepts and applications relevant to all three sectors: government, business, and not-for-profit.	Most courses will continue to integrate public and business content.	To achieve maximum integration of public and business content in courses.	To re-design courses and support faculty development where needed to achieve integration.	Faculty Curriculum Committee	continuing
3) First-year core courses provide skills, knowledge and values as the basis for advanced courses.	An entering student may have necessary proficiency in a subject in the required core.	To the extent feasible provide advanced placement in courses where the student demonstrates proficiency.	Provide methods for establishing proficiency in mathematics, writing, accounting, and computer science.	Faculty	May 15, 1979
4) Expansion of course offerings will make the School more attractive to potential students.	Appropriate courses will be added as faculty grows.	Courses in marketing, human resources management, accounting, public administration.	Course design and approval.	Dean Faculty Curriculum Committee	continuing

Atkinson Graduate School of Administration
Academic Program (continued)

Facts	Assumptions	Goals	Activities	Responsibility	Time
5) A major writing project is required for graduation.	Internships will continue to be one basis for completing this requirement.	Strengthen the academic quality of the papers accepted for the requirement.	a) Institute required administrative writing course.	Faculty	Fall 1979
			b) Design workshops to prepare students for internship writing project.	Director of Admissions & Placement Faculty	April 1980
6) The Atkinson School has joint degree programs with the College of Law and the College of Liberal Arts (3-2 program). The program with the College of Law is attractive to many prospective students and leads to excellent career opportunities. The 3-2 program reduces by one year the time required to earn the bachelor's and master's degree.	The joint degree programs meet the needs of certain students and therefore strengthen the ability of the University to recruit.	Academic excellence in joint programs	a) Review joint law-administration degree requirements and implementation	Joint Committee of College of Law and School of Administration. Faculties Deans	May 1977
			b) Monitor and evaluate programs	Deans Faculties Faculty Advisors for joint degree students	Ongoing
7) Research is essential as basis for excellence in teaching and to provide learning opportunities for students	Faculty and student research can be increased through appropriate rewards and with support from internal and external sources.	Increase faculty research, involve students in research to the extent possible.	a) Seek resources to support research.	Dean Faculty Director of the Center for Business-Government Studies.	Continuing
			b) Implement policies requiring research for promotion and award of tenure.	Dean Faculty	Continuing

Atkinson Graduate School of Administration
Academic Program (continued)

Facts	Assumptions	Goals	Activities	Responsibility	Time
8) Continuing Education activities and programs have been very limited.	The School can and should provide opportunities for continuing education for the "adult" constituency.	Develop on-going continuing education programs, conferences, and committees, with special attention to needs of the public service.	a) Conduct market studies to assess educational needs and the feasibility of courses and conferences.	Director of Continuing Education	Ongoing
			b) Design and staff programs	Faculty Director of Continuing Education	Ongoing
			c) Implement programs	Director of Continuing Education	Ongoing
9) Academic program is professional rather than disciplinary.	Academic program should prepare students to assume management professional roles.	Aid students to develop professional outlook and commitment through classroom and other experiences.	a) Foster internship	Director of Admissions & Placement Faculty	Ongoing
			b) Provide career planning opportunities	Director of Admissions & Placement	Ongoing
			c) Bring executives to the School	Dean and faculty	Ongoing
			d) Provide forums for discussion of professional ethics	Dean and Faculty Director, Center for Business-Government Studies	Ongoing
			e) Provide opportunities for research and participation in consulting projects.	Faculty, Director of Bus.-Govt.Studies Dean, Small Business Institute	Ongoing

COLLEGE OF LIBERAL ARTS
ACADEMIC PROGRAM

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. There has been an increased number of majors, programs and course offerings. Majors / Programs / Courses 1971-72: 26 / 26 / 430 1976-77: 36 / 30 / 567 1977-78: 37 / 32 / 591	1. The University has lost focus as it has accommodated itself to individual faculty and student demands.	1. To reduce the number of majors, programs and courses to achieve a "basic" knowledge within disciplines and provide more coherent programs.	1. Utilize Northwest Grant Self-studies to strengthen discipline programs, including reduction in number of discipline courses, where appropriate.	1. Departments & Programs, Academic Council	1979-81
2. Curricular requirements have basically been abandoned. We depend on an advising system for our general education program.	2. A more structured program would give the student an opportunity to pursue a more coherent program. This is the liberal arts colleges' best hope for special attractiveness.	2. To return to required courses or course alternatives that introduce students to the broad area of knowledge in the freshman and sophomore years.	2. Adopt a General Education program and revised Graduation Requirements and Guidelines.	2. Faculty, Academic Programs Committee	Fall 1979
3. Willamette has sought to provide a sound introduction to the liberal arts program with the experimental freshman seminars.	3. Continuation of the voluntary, experimental freshman program will result in failure both to gain overall faculty support and to involve all freshman students. Moreover, the current program structure is an inefficient use of faculty and financial resources.	3. To develop generalized courses for all freshmen which the faculty will accept as a required part of the academic program and the faculty teaching load.	3. Consolidate and coordinate the Freshman Seminar program. Consider other permanent Freshman offerings of a broad, thematic nature. Adopt a "creative expression" requirement in the proposed General Education program.	3. Integrative Studies Area Fine Arts Faculty, Academic Programs Committee	1979-80 Fall 1979
The general guidelines for graduation do not require courses in the performing arts.	The need to nourish aesthetic interest will increase in a leisure-time culture, as demonstrated by the new surge of interest in folk art and popular theatre.	To require courses in the arts with an emphasis not only on the appreciative but also the creative dimension.			
4. The undergraduate curriculum lacks sufficient offerings on non-Western cultures and the ethnic and racial diversity of American culture.	4. Emphasis upon cultural diversity in liberal education will grow as the importance of non-Western areas of the world and diverse elements in our own culture increases.	4. To develop a more ambitious program of non-Western courses, to incorporate themes of ethnic and racial diversity into courses on American society.	4. Offer a regular complement of non-Western courses for general education. Strengthen non-Western components in International Studies major. Develop offerings around foreign study program in Japan.	4. International Studies Faculty, Off-Campus Study Committee, Academic Council	1979-81
5. There has been a paucity of courses aimed at the unique needs of the senior year in the undergraduate curriculum.	5. The senior year curriculum should include courses which apply knowledge and methods, integrate four years of college learning and serve as a transition to life after graduation.	5. To devise a curriculum which makes the senior year a capstone to a coherent four-year liberal arts education.	5. Approve a "senior year experience" requirement for graduation. Expand capstone senior year offerings, including disciplinary and interdisciplinary seminars, internships, thesis projects, artistic exhibits and performances, and field studies.	5. Dept. & Prog. Faculty, Integrative Studies Area	1979-82

College of Liberal Arts--Academic Program

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
6. There has been an increase in interdisciplinary offerings in the last five years.	6. A great deal of the interdisciplinary work has its emphasis on methodology rather than content.	6. To focus the interdisciplinary courses on value questions and the uses of knowledge.	6. Determine which interdisciplinary programs should be majors and those which should be simply areas of concentration or eliminated. Assure that each program has a core sequence or coherent body of courses rather than random offerings from related disciplines.	6. Integrative Studies Area, Academic Council	1979-82
7. There has been an increase in double and triple majors. Double Triple 1971-72 12 0 1976-77 57 4 1977-78 76 1	7. The educational goal of rigorous training in the analysis and exposition of complex ideas and problems is lost when concentration is but a random number of courses in one or more fileds of study.	7. To encourage each department to require "basic" courses and related cognate courses for a major.	7. Implement results of Northwest Grant department and program self-studies. Concerted attempts to insure that general education, areas of concentration, and cognate areas develop appeal to students, as well as "majors."	7. Dept. & Prog. Faculty, N.W. Steering Committee, Academic Council	1979-82
8. Willamette places high priority and devotes significant resources to various off-campus programs, many of which are inadequately related to the curriculum on campus.	8. Off-campus study provides cultural enrichment to liberal education, enhances the uses of knowledge, and allows for real-life applications of knowledge and methods learned in the classroom.	8. To relate off-campus study experiences more coherently to the on-campus liberal arts curriculum and to strengthen the administration of off-campus programs.	8. Revise guidelines for Off-Campus Study as an outgrowth of Northwest self-study. Plan one regular Willamette Foreign Study program related to each modern language offered on campus. Coordinate curricula to achieve greater coherence among foreign study, international studies majors, and foreign languages study.	8. Off-Campus Study Comm., Dept. of Foreign Lang., International Studies Faculty	1979-82
9. On the whole, the University has been uninterested in the development of a continuing education program.	9. A continuing education program can address the rising importance of lifelong learning, act as an important form of public service and improve University-community relations.	9. To develop a small self-supporting continuing education program emphasizing value questions, fine arts and humanities. The program will serve special clientele such as alumni, senior citizens and state workers, as well as the general public.	9. Submit a significant grant proposal to offer a pilot continuing education program emphasizing artistic and humanistic issues of significant value content.	9. CLA Dean, Office of Univ. Rel., Faculty	1980

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
10. The University has an extremely high student attrition rate, especially at the end of the first year.	10. Students will respond favorably to academic excellence, provided the mission is well understood and residential and co-curricular life on campus support the academic program.	10. To strengthen relationships among the academic co-curricular and residential dimensions of campus life; to develop more challenging upper level course offerings; to emphasize the liberal arts program as a foundation for life and career planning.	10. Adopt revised graduation requirements and guidelines. Establish Student Development Center, expanded off-campus offerings which apply classroom learning, active faculty programming in campus residences.	10. Academic Council, CLA Dean, Dir. of Student Development Center	1979-80
11. There has been a greater interest in career-oriented programs on the part of students which has often been translated as a call for practical skills.	11. The career-oriented programs such as science and music therapy can emphasize intellectual as well as practical skills.	11. Ensure that the career-oriented programs adequately emphasize basic intellectual skills (written and oral communication, foreign languages, statistics, data gathering, etc.).	11. Emphasize general education in career-oriented programs. Assure that career-oriented programs are logical and coherent applications of liberal learning. Close liaison between academic programs and Career Education Office.	11. Dept. & Prog. Faculty, Academic Affairs, Career Education.	1979-81

COLLEGE OF LAW--FACULTY

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. There are presently 15 full-time regular faculty. In addition there are a Research and Writing instructor and several adjunct part-time instructors.	1. Basic courses included in the first two years of law school should, except in unusual cases, be taught by full-time faculty who are professionals in the teaching of law and who engage in significant scholarly research. A limited number of the advanced experiential courses may be taught by adjunct faculty. These courses must be taught with law student/faculty ratios to enable supervision of the work product.	1. Maintain a qualified faculty large enough to offer students substantive and experiential options in selection of courses. Increase the number of offerings where the curriculum is thin, such as environmental law.			
2. The faculty at WUCL is known for its excellence. With the small number of faculty and slow turnover, new ideas and approaches do not appear as frequently as they otherwise might. One senior faculty member is scheduled to retire at the end of 1979-80.	2. The teaching ability and leadership of senior faculty has allowed WUCL to establish a reputation for excellence. Intellectual stimulation depends, at least in part, on an infusion of new ideas into the academic program. One means of moving toward excellence in the program is to develop areas of emphasis (e.g., labor law, taxation, public law). The curriculum is presently thin in certain areas such as environmental law.	2. Maintain excellence of faculty with a balance between distinguished senior faculty and positions for younger persons with potential. Develop some areas of specialization within the faculty.	2. Fill vacancies carefully to minimize the loss and to develop programs. Raise funds for a Law School chair to be occupied on a one-year basis by distinguished visitors at the College of Law.		
3. Relatively few of the law faculty are currently engaged in significant scholarly research, writing, or theorization. Faculty involvement in innovative community projects, social concerns, or mainstream professional activities of a public service dimension is limited.	3. The amount of scholarly research and public service work is limited due to a number of circumstances including but not limited to a lack of supporting resources and competing demands on time caused by service on committees in the administration of the Law School. Intellectual stimulation and Law School reputation depend, in part, on sustained scholarship and faculty involvement in innovative community projects, social concerns, and mainstream professional activities of a public service dimension.	3. Achieve greater faculty scholarly productivity and professional activity.	3. Encourage scholarly research, writing, and theorization. Provide additional resources for research activities (both in summer & during the year). Encourage faculty development activities. Use the potential to engage in significant research and scholarship, in addition to the primary basis of outstanding potential for teaching excellence as an important criterion in selection of new faculty.	3. Dean	
4. There is a widening gap between the earnings of the best private practitioners and Law teachers. Comparative figures rank faculty salaries at WUCL near the bottom of approved A.B.A. Law Schools.	4. Salaries of law professors must be improved in order to retain and attract the best faculty. Compensation policies should reward excellence in teaching, scholarship, and professional services of a public service dimension.	4. Achieve faculty salary levels high enough to ensure excellent faculty. Have salary policies which reward excellence in teaching, scholarship, and public service.	4. Make WUCL faculty salaries a budget priority item. Award merit increases based upon productivity and excellence.		

ATKINSON GRADUATE SCHOOL OF ADMINISTRATION--FACULTY

FACTS	ASSUMPTIONS	GOALS	ACTIVITY	RESPONSIBILITY	TIME
1. The Atkinson School faculty has experienced a high level of turnover since the school opened in 1974. As a result part-time instruction has been relied upon for a substantial proportion of courses, including some core courses.	1. Turnover can be reduced and full-time staff recruited when needed.	1. Reduce turnover, reduce reliance on part-time instruction.	1. Appropriate policies and procedures for selecting, developing and retaining faculty.	1. Faculty Dean	ongoing
2. Fields of present faculty: -economics -finance -organization behavior and organization theory -accounting -political science -political economy -public administration -social services -quantitative methods		2. Add additional faculty in: * -marketing -public administration (Goudy Professorship) -government, business & society (with law degree)	2. Recruitment and selection.	2. Faculty Dean President	 1980-81 1980-81 1981-82

*In evaluating faculty requirements, it has become clear that in the future the school will need additional faculty positions in accounting and human resources management.

Full-Time Faculty (FTE)

	WU Funds	Grant Funds
1974-75	5.00	-
1975-76	6.50	-
1976-77	6.00	-
1977-78	5.50	-
1978-79	7.25	1.75

Faculty positions will increase as enrollment rises to capacity of the Mudd Building (150 FTE). Center for Business-Government Studies will finance 2.00 positions from 1980-81 through 1983-84.

	WU Funds	Other Funds	ACTIVITY	RESPONSIBILITY	TIME
1979-80	7.75	1.75	Recruit two faculty members.	Dean Faculty	Spring, Summer, Fall 1979, for appointment Aug. 1980
1980-81	9.00	2.00			
1981-82	10.00	2.00			
1982-83	10.00	2.00	Recruit one faculty member.	Dean Faculty	1980-81 for appointment Aug. 1981
1983-84	10.00	2.00			

Part-Time Faculty

	FTE[a]
1974-75	-
1975-76	0.22
1976-77	1.16[b]
1977-78	2.00[c,d]
1978-79	1.34[d]

[a] 18 semester hours equals 1 FTE.

[b] Includes .66 FTE to cover courses taught by J. Carpenter, resigned.

[c] Includes .83 FTE to cover courses taught by Carpenter and O. Elliott, resigned January, 1977.

[d] Includes .33 FTE supported by Murdock Grant.

The need for part-time positions will decline as full-time faculty grows and is stabilized.

	FTE[a]	ACTIVITY	RESPONSIBILITY
1979-80	1.25	Recruit part-time faculty as required.	Dean Faculty
1980-81	.66		
1981-82	.66		
1982-83	.66		
1983-84	.66		

[a] FTE = 18 semester hours.

[b] Includes .33 FTE supported by Murdock Grant.

G.S.A. Faculty, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITY	RESPONSIBILITY	TIME
3. Research and publication are essential to a quality academic program. Partial support for research has been obtained through the Murdock Grant creating the Center for Business-Government Studies. Dissemination of research to the relevant publics is an essential activity		3. Maintain flow of research and publication.	3. Reward research and publication, as well as teaching.	3. Faculty Dean President	ongoing
			Seek resources for research support. Disseminate the results of research activity.	Faculty Director, Center for Business-Government Studies. Dean	ongoing
4. Continuing education offers the opportunity to expand faculty contact with the School's and University's environment. Continuing education activities can generate financial support for faculty positions and grant support for the University at large in the future. Support for this activity has been provided by the Murdock Grant.	4. Community service in the form of conferences and continuing education courses provides visibility and impact for the University and the School.	4. Increase quantity and quality of continuing education activities.	4. Develop demand for continuing education and capacity to respond to demand.	Faculty Director of the Center	ongoing

COLLEGE OF LIBERAL ARTS--FACULTY
Revised Planning Characteristics, April 1979

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. The number of full-time faculty positions has stayed at 86-87 during the past five years. The number of F.T.E. faculty has ranged from about 94-97. The student/faculty ratio has increased gradually from about 12.7 to 13.4.	1. Financial pressures make it desirable to increase the student/faculty ratio as much as possible without harming academic programs.	1. Utilize faculty as efficiently as possible while maintaining teaching quality and the essential nature of programs.	1. a) Reallocate faculty positions in response to shifting patterns of student enrollments and emergence of new educational needs. b) Consider increasing the student/faculty ratio to 14:1 over five years. c) Seek recommendations of academic and faculty councils in allocation of faculty positions. d) Develop greater latitude in class size patterns, i.e., allow some large classes where appropriate which make possible needed small classes.		
2. There has been an increase in the number of part-time faculty.	2. Full-time faculty are generally more effective teachers who also make essential non-teaching University service contributions. Part-time faculty are best used to provide diversity and special expertise not available in the full-time faculty.	2. Reduce the number of part-time faculty through combinations which allow conversion to full-time without increasing the overall F.T.E. Find "permanent" part-time faculty wherever possible.	2. a) Institute annual evaluations of teaching effectiveness of part-time faculty. b) Provide regular salary increments to "permanent" part-time faculty.		
3. The amount of turnover in full-time faculty has decreased. The percentage tenured has increased to approximately 70%. The mean age, salary and rank has increased.	3. Five or fewer replacements are expected each year. The percentage tenured will approach 80% in the next five years. Trends toward increased average seniority will continue.	3. Maintain as much flexibility/quality as possible and allow for as many new faculty as possible.	3. a) Make most new appointments at the assistant professor level with terminal degrees. b) Utilize early retirement opportunities whenever appropriate. c) Assure that new faculty have breadth and flexibility, as well as areas of specialization.		
4. The professional qualifications of the faculty have improved.	4. Additional training and enrichment opportunities must be provided by the University for the present faculty to meet new needs and challenges.	4. Provide additional funds for faculty development (sabbaticals, travel, research grants, etc.)	4. See proposed activities under faculty development.		
5. Increases in average compensation for faculty have lost ground with respect to inflation but have been above average increases for colleges and universities nationally. Superior faculty are compensated at levels below those at comparable institutions.	5. To maintain a quality faculty we will need to provide salaries equal to those at comparable institutions. Present compensation policies and support services do not adequately reward excellence.	5. Achieve annual faculty compensation increases large enough to offset inflation and achieve competitive salary levels. Develop compensation policies and support that will reward excellence.	5. a) Attempt to award annual across-the-board salary increases which match the cost-of-living index. b) Allocate a sizeable compensation pool annually for discretionary salary increases. c) Utilize University fringe benefit contributions to enhance faculty compensation.		

ACADEMIC SUPPORT--LAW LIBRARY

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. Law Library policy is and has been to create a good working collection designed to meet the needs of students and of faculty for class preparation. We have an adequate Anglo-Saxon working collection of statutes, administrative laws, court reports, periodicals, and treatises. The collection does not contain in-depth coverage of the development of the common law needed for legal research on scholarly topics. Research dealing with U.S. law requires access to federal materials beyond those presently held.	1. There will be increased demands from faculty for library material to support scholarly research.	1. Increase the collection to meet the additional needs for research material and to continue to improve the basic collection.	1. a) Compare American Association Law Schools subject lists to library holdings. b) Compile "want lists" (many items will be out-of-print) and circulate lists among other librarians who have duplicates for trade or sale. c) Review possibility of purchasing Congressional Information Services package of federal documents on microfiche.	1. RFB in coordination with the President, Dean, and Law Faculty Advisory Comm.	ongoing 1985
2. The present capacity of the library is 90,000 volumes. It is 75% to 80% full. Microfiche can be used to replace little-used hardbound material. At present rate we will reach capacity in about five years.	2. The rate of acquisitions will increase as we attempt to meet the demand for research materials.	2. Provide adequate physical facilities to support curricular and research activities.	2. Prepare a report projecting future space needs of library. Coordinate with plans for new University library and the Campus Facilities Committee.	2. Law Librarian Dean	October '79
			Continue membership in Law Library Microfiche Consortium and expend portion of annual acquisitions budget to replace portions of collection with microfiche.	Law Librarian	ongoing
3. The Law Library presently has no computer-based legal research service such as LEXIS and WESTLAW.	3. Familiarity with automated legal research systems will soon be an essential skill for all lawyers.	3. Provide equipment and materials necessary to train students in modern legal information methods.	3. Study options for provision of automated legal information systems. Select option which best meets needs and develop proposal for obtaining and funding a system.	3. Law Librarian Law Librarian Dean Development Office	Summer '79 Nov. '79

ACADEMIC SUPPORT--UNIVERSITY LIBRARY

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. The present library facility is not an attractive place for students and faculty to study or to work with the material it contains.	1. A more attractive library facility would have a positive influence on the academic programs.	1. Implement the recommendations for facilities and services contained in Feb. 23 Library Committee report to the President and those contained in the revised program statement.		President, Board of Trustees, Development	
2. The present collection is about 15% smaller than the ALA standards recommend.	2. The present collection is minimally adequate and increasing its size and quality is desirable.	2. Increase the size and quality of the collection to approximately ALA standard over five years.			
3. The Atkinson School library space is not being adequately used.	3. As GSA enrollment grows, so will the demand and need for use of this space and its specialized collection.	3. Ensure excellent library facilities for GSA and, if possible, provide services to undergraduate students from this division of the library wherever it is located.		University Librarian	
4. Present library expenditures and staffing are slightly below the averages for comparable institutions.	4. Present expenditure levels will need minimal increases.	4. Return library expenditures to percentage of university expenditures equal to national norm.		University Librarian, Admin. Council, Board of Trustees	1980-81

ACADEMIC SUPPORT--MEDIA CENTER

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. The Media Center is perceived by some of the campus community as not being service oriented.	1. An efficient, properly managed Media Center should be an important link in the communication of educational materials in the classroom.	1. Maintain and expand upon professional training programs for the Media Center Director and staff.	1.a) Fund appropriate travel and training programs to continue development and education of Media Center personnel in the rapidly changing area of audio-visual equipment and techniques. b) Develop proper record systems to facilitate the best management decisions. c) Develop a user feedback system to better evaluate service. d) Make use of professional evaluations from outside the University as deemed necessary to insure the progress towards professionalization.		
2. The availability of current and working equipment is not always enough to meet peak demands.	2. There should be a sufficient supply of working equipment and support software to meet the needs of the campus community at all times.	2. Continue to expand the working inventory of equipment.	2.a) Select a vendor and award a service contract for regular on-site maintenance of equipment. b) Develop an equipment replacement program with an emphasis toward the increasing usage of videotape machines.		
3. The responsibility of the Media Center as a tool in the education process and as the process itself is not being fulfilled to its maximum.	3. While the Media Center is primarily a supporting academic service it should also be part of the teaching process for both students and faculty.	3. Initiate programs that train and create a greater awareness of audio-visual equipment for both faculty and students.	3.a) Provide in-service training and information programs for users of audio-visual equipment. b) Develop informational brochures that fully describe the Media Center services.		
4. The printing function of the Media Center is operating efficiently.	4. The role of the duplicating process is one of strictly a support service. As such, cost-efficiency and turnaround time should be its prime criteria.	4. Continue current duplicating practices with particular attention directed toward controlling and reporting costs for users.	4.a) With the increased efficiency of the duplicating process, reevaluate machine operator's abilities and responsibilities toward the audio-visual operation. b) Monitor paper and supply costs. Award yearly contracts based on cost-plus rather than fixed price.		

ACADEMIC SUPPORT--FACULTY DEVELOPMENT

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1. There is no facility on campus dedicated to faculty use where ideas and concerns can be shared and where professional resources can be centralized. There have not been coordinated efforts to bring all available resources to bear on the problem of adequately supporting professional development efforts.	1. Understanding of faculty perceptions of identity values, and constitutional role is a crucial foundation in a faculty development program; trust, satisfaction, loyalty, and instructional vitality can be enhanced through broadly-based faculty renewal. Change is most effective when its motivation comes from within, when it builds in evolutionary fashion upon previous experience, and when tendencies to personalize conflicting viewpoints are minimized.	1. Coordinate and strengthen the variety of activities which support professional growth and renewal.	1.a) Create a faculty resource center b) Form a faculty professional development committee c) Development of grant proposals for external funding of activities d) Institute assessments of faculty development needs at the discipline level in conjunction with the N.W. Area Foundation grant.		1979-80
2. Willamette has programs for supporting the faculty's scholarly research professional enhancement, course development curriculum evaluation, travel to professional meetings and non-discipline seminars and workshops, sabbatical leaves, and participating in a faculty development consortium.	2. Faculty development programs exist to aid faculty in personal and professional planning and growth, i.e., to improve teaching effectiveness, to adapt to new teaching roles, to participate in programs of enrichment and renewal, to participate in and initiate curricula change, and to develop organizational effectiveness.	2. Maintain and expand opportunities for faculty to engage in work and study experiences which a) provide intellectual stimulation b) strengthen teaching effectiveness c) enhance professional competency	2. Fund programs which support a) sabbatical leaves b) attendance at professional (discipline based) meetings c) scholarly research d) professional enhancement e) teaching improvement		ongoing
3. Willamette has an academic governance which depends upon faculty participation and leadership.	3. An articulated sense of shared values among faculty members and administrators. Will encourage effective faculty participation in the university governance structure.	3. Enlarge the present focus of the individual aspects of faculty renewal to include activities which encourage faculty leadership in curriculum development and institutional governance.	3. Develop and fund programs which support a) Curricula experimentation and innovation		
4.	4.	4. Increase cooperation and mutual respect between faculty and administration through activities which enhance contact and cooperation.	4.		
5.	5.	5. Insure that faculty development activities and university planning are mutually supportive.	5. Coordinate faculty development activities with university planning.	5. Director of University Planning.	ongoing

FACILITIES

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
1.		1. Provide attractive, functional and effective classroom and laboratory space.			
a) With the present curriculum and methods of instruction there is a lack of seminar rooms and a surplus of large lecture halls.	a) No change in curriculum or instructional methods which will have a significant effect on instructional space needed.	a) Have a close match between classroom design and the activities of the classes which use them.	a) Complete Phase II of the Campus Development Study to determine and evaluate the alternatives for achieving the goals.	a) Campus Facilities Com., Martin, Matteson, Soderstrom, A.I.A., Dir. of Univ. Plan.	Spring, Summer, 1979
b) There is a surplus of assignable instructional space.	b) We cannot afford large amounts of unused space.	b) Design rooms flexible and convenient enough to encourage high wage.	b) Recommend to the Board of Trustees a comprehensive, coordinated plan for rehabilitation, renovation, and maintenance of existing buildings and the location and function of any new construction.	b) Campus Facilities Com., Univ. Plan. Com., President	Fall, Winter, 1979
c) The present class schedule contributes to present inefficient use of buildings.	c) It is possible to improve efficiency by changing the schedule.	c) Minimize space wasted through scheduling.			
d) The existing classroom buildings are architecturally sound. Each is a candidate for renovation.	d) We should renovate whole buildings, rather than construct new ones.	d) Preserve the character and ambience of the campus through appropriate renovation.			
e) Most undergraduate classroom buildings need major improvements. i) Gatke basement is substandard and the building has a major problem with external noise. ii) Eaton Hall has poor offices, much wasted space, and is generally inefficiently partitioned. iii) Waller Hall needs preservation work, has much unused space, and is inaccessible to all but the hardy pathfinders. iv) Collins Hall laboratory space is becoming antiquated.	e) It is of very high priority to improve the undergraduate instructional buildings.	e) Correct the deficiencies in the undergraduate classroom buildings.			

Facilities, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
2.		2. Provide attractive, functional and effective areas in direct support of instruction.			
a) Gatke, Eaton, Waller, and Collins Halls have inadequate heating systems and restrooms.		a) Provide quality office space for faculty appropriate for class preparation, study and research materials, and student-faculty conferences.			
b) The Library building is inconveniently located, inadequate for the desired program, and would be difficult to remodel to meet program needs.		b) Establish a coordinated comprehensive library system which is consistent with the library program statement.			
		c) Provide areas for student and student-faculty informal discussion and study.			
		d) Provide areas for faculty study and informal meetings.			
3. With the exceptions noted below, the residential buildings are adequate.		3. Provide an attractive, convenient, safe residential environment for students.			
a) Lausanne Hall will need renovation regardless of intended use. It is structurally capable of continued use as a dormitory. It provides a desirable, unique living opportunity.		a) Maintain and enhance the quality and variety of residential buildings.			
b) Food service facilities are inefficient and the service is extraordinarily expensive.		b) Provide convenient quality areas for student services and activities.			
		4. Provide attractive, functional space for the administrative functions of the university.			
a) Administrative offices are scattered and therefore somewhat inefficient.		a) Provide space for administrative functions which minimizes inefficiency due to separation.			
b) Maintenance shops are in poor condition and may be in an inappropriate spot.		b) Improve space for maintenance operation.			

Facilities, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
5.		5. Identify and reinforce those campus site characteristics which provide an attractive, unified campus.			
a) The campus has no clear entrance(s).		a) Identify and reinforce campus "doors" for clear public access.			
b) Walkways are confusing, circuitous, and inadequately lit at night.		b) Provide safe, functional unifying walkway system which is adequately "signed" and lit.			
c) There are few quiet places and benches or other encouragement to use them. The quad and front lawn are attractive, useful open green spaces.		c) Maintain and enhance the open spaces on campus.			
d) The Millrace is an architectural barrier but has valuable aesthetic potential. The railroad is a barrier which will be removed in 1979.		d) Effectively utilize the potential of the Millrace and the opportunities opened by the removal of the railroad.			
e) There is a lack of parking at peak hours and little special provision is made for visitors. Parking is presently relatively unobtrusive. It is in general, an unattractive, expensive use of land.		e) Provide sufficient parking spaces.			
f) Winter Street isolates the graduate colleges from the rest of the campus.		f) Reduce the effectiveness of Winter Street as a barrier.			
6.		6. Adequately respond during the design of all facilities to the moral, social, and legal responsibilities of the university.			
a) Many buildings are energy inefficient. Costs of energy are rising rapidly.	a) Cost of energy will continue to rise rapidly.	a) Conserve energy by incorporating energy saving materials and techniques in renovation and construction.			

Facilities, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
6. cont'd.					
b) Most buildings have architectural barriers. No building meets the handicapped code requirements.		b) Meet all applicable codes for all buildings.			
c) Waller Hall has a historic value to the university and the state. The university has a collection of historic artifacts stored in the attic of Eaton Hall.		c) Maintain and enhance Willamette's ties to its past.			
7.		7. Provide efficient quality maintenance of buildings and grounds.			
These facts were selected from the Phase I report of Martin-Soderstrom-Matteson, January 1979. This report contains additional information and details.		These goals are compiled from the extensive statement written by the Campus Facilities Committee and Martin-Soderstrom-Matteson.			

STUDENT SERVICES

A. ADMISSIONS AND PLACEMENT

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
College of Liberal Arts					
1. Almost all students (98+%) are full-time, 18-2[illegible]ars old.	1. Desire to have some adult part-time students but 95+% will remain full-time, 18-21 years old.	1. Develop small self-supporting continuing education programs.	1. Develop curriculum and program that is capable of financial self-support.	1. CLA Dean, appropriate faculty groups, business office analysis.	
2. Number of new freshmen is directly proportional to number of high school graduates. This number will peak in 1980 and decrease to 5% below present levels by 1982 and 10% below in 1984-85.	2. Competition for well-qualified students will increase.	2. To maintain share of potential new students. Frmn. Trans. New *1977-78 386 78 464 *1978-79 388 89 477 1979-80 400 85 485 1980-81 400 90 490 1981-82 385 93 478 1982-83 370 96 466 *Actual	2. Continuing recruiting efforts and strategies.	2. Admissions staff	
3. There is limited alumni participation and assistance in Admissions/Recruiting.	3. Selected and trained alumni can assist significantly in Admissions.	3. Implement--with Atkinson fund support--a program of Alumni/Admissions cooperation.		3. Asst.Admissions Director and Alumni Director	6-1-79
4. The number of minority students is small--6% to 12% during the last five years.	4. Wish to have a significant number of minority students.	4. Maintain at least 10% minority students.	4. Continue to recruit minority students.	4. Admissions staff with help of Minority Student Union.	
5. Mean GPA at entry of 3.4 in academic subjects. Of our freshmen, 77% say they have high academic ability, compared to 58% nationally and 86% in 10 "comparable" colleges.	5. To attract students it is necessary to be perceived as an excellent academic institution.	5. Attract better students. Increase GPA to 3.6 and perception of ability/preparation etc. to 82%.			
6. Attrition is high at Willamette. Thirty-seven percent of student body is new each year. This figure is 32% at Private Liberal Arts Colleges I and 41% at Private Liberal Arts Colleges II.	6. Retention can be improved, although it will be a slow, difficult process.	6. Improve retention to point where 33% are new by 1982-83.			
7. The number of Oregon students is increasing and Willamette receives State support for the educational services provided to them.	7. The number of Oregon students will continue to increase but the amount of support per student provided by the State is not likely to increase as it has since 1971.	7. Encourage increased public support for educational services provided to these students.		7. Students, Development staff, all faculty & administration, OICA, President, Univ. Relations, N.A.I.C.U.	

Student Services--Admissions and Placement, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
Graduate School of Administration					
1. Admissions and placement activity has shifted from faculty and dean to a full-time assistant dean for admissions and placement.		1. Have a professional admissions program that attracts high quality applicants from a wide geographic area. Place all students seeking internships in educationally significant situations. Place graduates in positions in numbers and at salaries competitive with other quality programs.		1. Asst. Dean, Dean	ongoing
College of Law					
1. Placement of law graduates in desirable positions is becoming increasingly difficult.	1. We are not doing as well as we should in discovering opportunities for placement of graduates.	1. Have a placement office that provides career counseling, actively seeks to discover law positions, and helps to place students in clerkships and permanent positions.	1. Visit law firms throughout the Northwest. Conduct placement seminars using lawyers and judges. Investigate opportunities for cooperation with GSA in placement.	1. Dean, Placement Dir.	Fall, Winter, Spring

STUDENT SERVICES

B. FINANCIAL AID

<table>
<tr><th>FACTS</th><th>ASSUMPTIONS</th><th>GOALS</th><th>ACTIVITIES</th><th>RESPONSIBILITY</th><th>TIME</th></tr>
<tr>
<td>1. Government Student Financial Aid funds have increased as follows since 1972-73:
<table>
<tr><th>Item</th><th>1972-73</th><th>1979-80**</th></tr>
<tr><td>E.O.G.</td><td>$78,775</td><td>478,000</td></tr>
<tr><td>NDSL</td><td>99,984</td><td>600,000*</td></tr>
<tr><td>Work Study</td><td>20,420</td><td>385,000</td></tr>
<tr><td>State</td><td>26,300</td><td>158,000</td></tr>
<tr><td>Total</td><td>$225,479</td><td>1621,000</td></tr>
</table>
</td>
<td>1. Government Student Financial Aid income will not increase at a rate equal to probable increases in student costs during the next five years.</td>
<td>1. Achieve understanding by public policy makers of need for financial aid support to private institutions.</td>
<td>1. Continue direct lobby efforts with state and federal lawmakers.</td>
<td>1. F.A.O.,
V.P.U.R.,
President</td>
<td></td>
</tr>
<tr>
<td>2. Non-endowed Financial Aid income has increased from $147,868 to $345,000 between 1972-73 and 1978-79. The relative support provided by these funds for needy students is declining.</td>
<td>2. This trend toward the increased availability of financial aid for no need students from non-endowed sources will continue.</td>
<td>2. Encourage wherever possible the development of need based student financial aid gift programs for W.U.</td>
<td></td>
<td>2. Development</td>
<td></td>
</tr>
<tr>
<td>3. Total student financial aid expenditures as a percentage of tuition and fee income have increased 24.0% to 29.9% between 1972-73 and 1977-78. During the last six years the use of institutional funds as a percent of tuition and fees for student aid has ranged from 19.1% to the current 14.6% while unrestricted funds ranged from 14% to the present 11%. Willamette University expenditures for student financial aid from institutional funds have increased as follows:
<table>
<tr><th>Year</th><th>Unrestrct.</th><th>Endowed</th><th>Total</th></tr>
<tr><td>1974-75</td><td>459,000</td><td>134,770</td><td>593,770</td></tr>
<tr><td>1975-76</td><td>422,000</td><td>154,948</td><td>576,948</td></tr>
<tr><td>1976-77</td><td>518,000</td><td>160,822</td><td>678,822</td></tr>
<tr><td>1977-78</td><td>540,000</td><td>184,500</td><td>724,500</td></tr>
<tr><td>1978-79</td><td>586,273</td><td>225,673</td><td>811,649</td></tr>
<tr><td>1979-80</td><td>658,505</td><td>234,000</td><td>892,505</td></tr>
</table>
</td>
<td>3. The probable decline in growth of externally funded student financial aid and the availability of W.U. funds for student financial aid will cause some retrenchment of this percentage in the next five years. As new endowed scholarship funds increase there will be a cooresponding reduction in unrestricted University expenditures.</td>
<td>3. Achieve a level of institutional funds expended for student financial aid which does not exceed 13.5% of tuition and fees and at the same time achieve a 10% level of tuition and fees from unrestricted institutional funds.</td>
<td>3. Prepare a study of current financial aid patterns and policies.</td>
<td>3. F.A.O.,
Dir. of Planning</td>
<td>Summer 1979</td>
</tr>
</table>

* 30% of increase in NDSL funds since 1972-73 have been directed to graduate students.
** Projection as of 2/9/79

Student Services--Financial Aid, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
4. Comparisons with PLU, Whitman and UPS of financial aid expenditures as a percentage of total educational cost show W.U. 16.6%, PLU 11.9%, Whitman 10.7% and UPS 10.0% in 1976-77. 1979-80 projected to be under 16%.	4. There will be external pressures on all private schools which will cause this percentage to increase.	4. Reduce this percentage modestly.			
5. The percentage of undergraduate students receiving aid increased from 47% in 1971-72 to 54% in 1976-77. That percentage has stabilized. Approximately 70% of graduating seniors have financial aid.	5. We cannot afford to have these percentages increase further. An increase in academic excellence would improve retention.	5. Improve retention of students especially those not on financial aid by strengthening academic program.	5. See Student Development Proposal.	5. Student Dev. Staff, Faculty, Administration	
6. N.D.S.L. funds are the primary source of financial aid for law school and A.S.A. NDSL (federal share) has been significantly reduced.	6. Trend of reduced NDSL funding will continue.	6. Increase CWSP allocation to Law and A.S.A. students (most of which will go to off-campus employers) to offset loss of NDSL funds.	6.	6. F.A.O., Graduate Deans	6. 1979-80
Majority of CWSP funds go to C.L.A. students. 1979-80 federal share of CWSP has been significantly increased.	Trend of improved federal CWSP funding will continue.				

STUDENT SERVICES

C. STUDENT DEVELOPMENT

FACTS	ASSUMPTIONS	GOAL	ACTIVITY	RESPONSIBILITY	TIME
Based on the results of the Quality of Life Survey and other informal appraisal, the quality of student life on campus can be improved. The Student Development professional staff are now dispersed in four separate areas on the campus. Many faculty and staff believe that students tend to be less involved in campus activities than in prior years. The professional staff responsible for supervising residence hall staff indicate that they do not have time to provide the necessary support for residence staff.	By bringing together the professional staff from several areas, there will be a greater likelihood of a unified student development effort to improve the quality of campus life. The coordination of various functions and addition of staff should result in greater support for residence staff and expanded programs.	Improve quality of campus life for students through the creation of a unified student development effort.	Write and secure financing for Student Development Proposal.	Student Development staff	Spring '79
		a) Improve communication.	a) Move staff into Health Center building.		Summer '79
		b) Encourage greater student involvement in campus life.	b) Implement a more comprehensive campus activities program and student government program including programs to enrich campus life which emphasizes student/faculty contacts outside the classroom.		1979-81
		c) Increase leadership and peer counseling skills among residence hall staff.	c) Increase professional staff support.		
		d) Greater responsibility on the part of students for their own behavior and governance.			
		d) To encourage communication of student development staff with students, academic personnel and others to work together in improving academic advising.			

D. HOUSING

1. Strong interest in a modified version of the Nutrition Awareness Program (NAP) was indicated in the spring and fall, 1978 food surveys.	1. Students are interested in learning better ways to improve their health and nutrition.	1. To develop student awareness of the importance of good nutrition.	1. Modify nutrition awareness program.	1. Assoc. Dean of Students. Business Office	1979-80
2. The University is a residential campus housing 71% of its undergraduates and 51% of all students on campus. Lee House, an all-male independent residence hall, is not a popular housing option for students.	2. With our residential campus philosophy, the demand for residential space will increase in the next couple of years and then may begin to decrease in line with projected enrollment declines. The demand for comfortable, flexible housing will remain.	2. To continue to provide comfortable housing in a number of alternatives, including an all-male independent residence.	2. Complete a study of projected housing needs.	2. Dean of Students.	Summer '79
			Renovate Lee House by changing all rooms to singles, and offer those rooms at the single rate to upperclass or graduate students.	Business Office	Summer 1980

D. Housing, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
3. The University currently serves students in 18 separate dining rooms. Estimates indicate that our operation costs alone are $100,000 more per year than boarding operations of similar size at other schools having a central facility. Much of the present equipment will need to be replaced or will require a major overhaul during the next couple of years.	3. Efficient, cost effective food service in a pleasant dining environment is a necessity for a residential campus like ours.	3. Provide efficient, cost effective food service.	3. Continue systematic study of our current food service operations.	3. Dean of Students (Dir. of Housing) Facilities Com.	1979-80
E. REGISTRAR					
1. There is little coordination in scheduling of classes. Most are taught between 9:00 a.m. and 2:00 p.m. The present schedule of courses leads to a "second weekend" on Tuesday night/Wednesday.	1. The course scheduling can be improved so that students have fewer conflicts among courses and better use of facilities achieved. The "academic atmosphere" and the amount of learning that takes place is diminished by the present schedule.	1. Achieve better use of facilities, improve the academic atmosphere, and increase the amount of learning.	1. Change the daily and weekly class schedule to use more evenly the 8:00 to 5:00 period, Monday through Friday.	1. Dean, Faculty, Dir. of Planning	1979-80
2. The present intercollegiate athletics schedule is not synchronous with the annual college calendar.	2. Academic programs of student athletes suffer because of the sports schedule.	2. Adjust the sports schedule/annual calendar to minimize conflicts.		2. Registrar, Dean, Dir. Univ. Relations.	1979-80
F. HEALTH CENTER					
The Bishop Health Center provides extensive medical services to students, even though there has been a declining percentage of total educational cost committed to these services. In 1972-73, 2.9% was assigned to the Health Center; in 1977-78 it was 1.0%. The primary reduction results from a shift from mandatory student health insurance to a voluntary program paid for by individual students.	Continuation of most of the services offered by the Health Center will be necessary. However, we should study the relative costs and benefits in relation to the 24 hour, 7 day per week bed patient services.	Assure completion of a study of the practicality of the bed patient services.			
G. INTERCOLLEGIATE ATHLETICS					
Willamette is a full participant in both mens and womens intercollegiate athletic programs, as defined by the respective conference associations for men and women. The cost for these programs (exclusive of P.E. instructional and support costs) in 1976-77 was $152,642 as calculated by I.E.P. methods. As well, in 1974 we opened new athletic facilities and expanded P.E., intramural and intercollegiate athletic program opportunities.	Federal regulation (Title IX) will continue to require careful study of the athletic program to assure equal opportunity for men and women.	Assure Administrative and Academic Council review of the athletic program. The program must comply with applicable regulations and be appropriately funded vis a vis the mission, available resources and priorities of the University.			

DEVELOPMENT OFFICE

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
A. ALUMNI					
1. Liberal Arts College Alumni organization and activities have increased. There are now 21 alumni clubs. In a five-year period, alumni giving in support of the budget more than doubled (e.g., 1971-72 equaled $32,892, in 1977-78, $67,335). Giving of graduate alumni has not shown the same growth.	1. The potential exists for more significant growth in Liberal Arts College alumni giving and givers.	1. Achieve, in 1982-83, another doubling in alumni giving, ($135,000) an increased total participation by the alumni to 30 percent.			
2. No alumni program has been developed for the Graduate School of Administration.	2. Alumni can form an effective organization.	2. Develop a strong supportive alumni association for G.S.A.			
B. INFORMATION SERVICES					
The University publications operation is meeting basic objectives while using minimal resources.	To meet service demands and objectives will require additional resources.	Meet service demands and objectives.			
C. DEVELOPMENT					
1. Present tax laws encourage gifts to higher education.	1. No significant legislative changes affecting charitable gifts.	1. Support continuation of present tax law incentives for charitable gifts.			
2. From 1972-73 to 1978-79, market value of endowment has increased from $16,500,000 to $27,000,000 of which approximately $2,831,089 is from new gifts.	2. We will need an average net growth of endowment income for the operating income of $50,000. From Existing Endwmt. $15,000 From New Endowment 35,000 $50,000	2. Secure $3,000,000 in new endowment principal during the next five years, an average of $600,000 per year.			
3. Gifts for capital construction purposes total $3,644,404 during the last six years--1972-73 to 1978-79.	3. Major renovation of program space currently housed in library, Collins Science, Eaton and Waller must be accomplished in the next 10 years.	3. Secure funds for capital construction during next ten years.			

Development, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
4. Deferred gifts written in last five years equal approximately $1,359,678, more than $500,000 of which is irrevocable.	4. Productivity of deferred gift efforts should increase as program matures.	4. Achieve level of $300,000 per year of irrevocable deferred gifts written by 1982-83.			
5. We have improved service and relationships to community, but increases in financial support are difficult to trace. Salem Area Alumni, FORE Willamette, and Cardinal Round Table have shown steady improvement in giving; Community Annual Fund improved in second year but is still unimpressive.	5. Potential exists for significant increase in community support.	5. Continued increases in support from Salem Area Alumni, FORE Willamette, and Cardinal Round Table. Achieve gradual increases in Community Annual Fund gifts to reach a total of $20,000 in 1982-83.			
6. Our gifts from the United Methodist Church have decreased in the last 15 years. They have "bottomed out" and have increased slightly in 1978-79.	6. Willamette wants to maintain and strengthen our historic ties and relationships with the United Methodist Church.	6. Double the gifts from local congregations by 1982-83. Increased financial support from the Oregon-Idaho Conference by 50% over the current level (15,000) by 1982-83.			
7. Trustee giving in support of the Operating Budget reached the $42,300 level in the third year of effort (1976-77) and was $36,896 in 1977-78. As of April 1, 1979, $42,983 has been given and $10,000 pledged on a $58,000 goal. (1978-79).	7. Trustee giving will increase.	7. Achieve $100,000 per year in trustee gifts for Operating Budget by 1982-83.			
8. Operating Budget income history has been: 1971-72 / 1976-77 Govt. $ 87,619 / 737,535 OICF 75,687 / 108,867 Non-EndowSch 158,838 / 306,291 Other 216,416 / 392,621 $538,560 / 1,545,314	8. Growth pattern of last five years in government income is not likely to be repeated.	8. Maintain aggressive program to maximize growth of annual gifts and grants in support of Operating Budget.			

INSTITUTIONAL SUPPORT

<table>
<tr><th>FACTS</th><th>ASSUMPTIONS</th><th>GOALS</th><th>ACTIVITIES</th><th>RESPONSIBILITY</th><th>TIME</th></tr>
<tr><td>A. ADMINISTRATIVE ORGANIZATION</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>1. Direct resource allocation primarily to academic support functions.</td><td></td><td></td><td></td></tr>
<tr><td>1.a) Operating costs of the three administrative support areas as a percentage of total educational costs since 1973-74 are:
<table>
<tr><th></th><th>73-74</th><th>74-75</th><th>75-76</th><th>76-77</th><th>77-78</th></tr>
<tr><td>Inst. Support</td><td>8.9%</td><td>9.3%</td><td>9.2%</td><td>8.6%</td><td>8.7%</td></tr>
<tr><td>Student Services</td><td>9.7</td><td>7.0</td><td>6.3</td><td>6.1</td><td>6.2</td></tr>
<tr><td>Plant</td><td>9.4</td><td>9.9</td><td>10.2</td><td>11.3</td><td>10.3</td></tr>
<tr><td>Total</td><td>28.0%</td><td>26.2%</td><td>25.7%</td><td>26.0%</td><td>25.2%</td></tr>
</table></td><td>1.a) The greatest pressure for increases will be in the student services area followed by plant because of new federal legislative requirements.</td><td>1.a) Maintain the cost of these functions at approximately 26% of total educational costs.</td><td>1.a) Continue to study cost effectiveness of services (placement, health, physical plant, etc.).</td><td>1.a) Admin. Council, V.P. Financial Aff.</td><td>ongoing</td></tr>
<tr><td>1.b) Administrative staffing resources have been allocated to provide more direct support for instructional programs:
<table>
<tr><th></th><th>72-73</th><th>78-79</th></tr>
<tr><td>CLA Professional</td><td>2</td><td>1</td></tr>
<tr><td>CLA classified</td><td>2.5</td><td>7</td></tr>
<tr><td>Law Professional</td><td>1.2</td><td>2.5</td></tr>
<tr><td>Law classified</td><td>8.5</td><td>8.0</td></tr>
<tr><td>GSA Professional</td><td>-</td><td>2</td></tr>
<tr><td>GSA classified</td><td>-</td><td>4</td></tr>
<tr><td>Total</td><td>14.2</td><td>24.5</td></tr>
</table></td><td>1.b) Areas where there are requests for increases are placement (graduate), admissions (graduate & undergraduate), secretarial (undergraduate). Some opportunities may exist for faculty to work part-time in administrative capacities.</td><td>1.b) Seek to integrate those areas where cost efficiency may be gained (placement, advising, word processing, etc.).</td><td>1.b) Initiate a study of placement and admissions, and the involvement of the academic units in word processing.</td><td>1.b) Business Office (Nass and Evans)</td><td>Report, March 1, '80</td></tr>
<tr><td></td><td></td><td>2. Continue to recognize both the autonomous and integrative nature of the three colleges.</td><td></td><td></td><td></td></tr>
<tr><td>2.a) There is one budget for the university, negotiated among its constituents.</td><td>2.a) The university will operate with a single budget rather than develop formulas for the three colleges.</td><td>2.a) The budget process will be well defined and completed by January of each year to enable the best input from all constituencies.</td><td>2.a) Develop forms to obtain budget data for personnel by October 1, other expenditures by December 1.</td><td>2.a) Admin. Council</td><td>Jan. 1, yearly</td></tr>
<tr><td></td><td></td><td></td><td>Study the merits of a single budget versus formula budgeting.</td><td>Deans</td><td>Summer '79</td></tr>
</table>

Administrative Organization, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
2.b) To aid in the budget integration there is a need for a central office in the academic affairs area.	2.b) The Deans, especially of the graduate schools, must maintain their autonomy while recognizing the need for integration. The possibilities of a University Provost are not acceptable.	2.b) Establish a position of Director of University Planning and Research to integrate the academic program with the planning and budget process. The Director will report to the President, as will the Deans.	2.b) Create a committee to evaluate this new experimental position.	2.b) President	Committee by Nov.1, 1979; rept. by Mar. 15 1980
		3. Maintain a traditional administrative structure (Development. Finance, Academic, Student Affairs).			
3.a) Willamette provides a traditional set of administrative services to faculty, students and government agencies. The costs of these are primarily in personnel and constitute a declining percentage of the budget.	3.a) It will be necessary to maintain most of these services with the possibility of increased demands for reporting by the federal government.	3.a) Utilize every opportunity to improve effectiveness of administrative staffing and use faculty for new positions when possible. All vacancies should be examined for opportunities to combine, recast or eliminate positions.	3.a) Review and evaluate periodically staffing patterns and positions.	3.a) Administrative Council	ongoing
3.b) There is not a rigid adherence to administrative structures with some functions assigned to individuals because of their special capabilities (i.e., intercollegiate athletics and financial aid to University Relations).	3.b) We are more effective if we recognize the capabilities of administrators rather than develop rigid job descriptions.	3.b) Assign programs and tasks to those who are capable of fulfilling the assignments rather than having a strict adherence to administrative structure.	3.b) Constantly evaluate the functioning units of the administration.	3.b) President	ongoing
3.c) Annual attrition rate of total classified staff has risen from 24% in 1972-73 to 33% in 1977-78.	3.c) A major cause may be the salary differential with other employers in the area.	3.c) Reduce the classified salary differentials with the other employers in Salem and improve the fringe benefit package.	3.c) Study the salary scales in the area and use the advantages of our calendar and work load to introduce better fringe benefit programs.	3.c) Mr. Haas, Classified Counc.	ongoing

B.' FINANCIAL AFFAIRS

INSTITUTIONAL SUPPORT

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
I. A. The NCR 400 accounting equipment is rapidly approaching obsolescence.	I. A. Failure to replace equipment will lead to key deadlines not being met and possibly the need for service bureau processing of accounting information.	I. Effective management of University financial resources including: A. Design, implementation, & operation of the financial information system.	I. A. Systems Requirement Study (SRS) to specify new systems software & hardware.	I. A. A.Andersen & Co. V.P. Finance Dir. Computer Services	I. A. April-August 1979
			Board acceptance of SRS specs & approval of adequate funding for purchase or lease of new systems.	Financial Aff. Committee VP Finance	Summer 1979
			Grant proposal for external funding.	VP Finance	Summer 1979
The accounting system is not in compliance with AICPA Audit Guide and the system lacks credibility.	The non-standard chart of accounts contributes to report preparation difficulties, inaccuracies & inconsistencies, which will be materially reduced by a modern accounting system.		Revision of chart of accounts, financial statement format & implementation of new system.	VP Finance Controller Dir. Computer Services	May 79-May 80 & ongoing
			Possible computer staff addition.	Dir. Business Services Dir. Computer Services	Summer 79
B. Details of expenditures are not regularly furnished to departments. Present system lacks effective analytic capability. Reporting is not timely. Very limited billing system--not integrated with registration system results in delay in enrollment statistics & accurate billings.	B. An important expenditure data audit is lacking from failure to distribute monthly detail. Delays in reporting make budgetary control difficult. Comparative & ratio presentation should lead to improved decisions. Early enrollment/billing information should lead to improved staffing decisions & improved cash flow.	B. Timely preparation & distribution of financial reports & financial analyses.	B. Installation & implementation of new accounting system: Payroll & personnel; General accounting, budgetary, & disbursements; Billing & student accounts receivable.	B. Controller VP Finance Dir. Computer Services	B. Summer & Fall 79 & ongoing
C. 1. Insurance program relating to normal hazards & liability appears adequate, but there is weak internal control over equipment & movable furniture & fixtures. Detailed equipment inventories & valuations are non-existent.	C. 1. Losses of equipment & furnishings may be controlled by detailed equipment inventories & fire or casualty losses better documented with an inventory.	C. Provision of adequate & effective programs to conserve, safeguard & maximize the employment & use of university resources by means of: 1. Risk reduction programs (includes insurance)	C. 1. Continue to study cost effectiveness of insurance program. Determine the feasibility of compiling & maintaining detailed equipment inventories and/or valuations.	C. 1. Controller	C. 1. FY 79-80 & continuing

B. FINANCIAL AFFAIRS, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
C.	C.	C.	C.	C.	C.
2. The university has cash, securities, & near cash items in several locations, & the office staff is small, making effective internal control difficult.	2. University management must constantly be alert to possibilities for misappropriation of funds. The integrity of financial statements requires an audit by a firm with demonstrated competence in higher education.	2. Adequate internal controls & audits	2. Development of an accounting procedures manual & appointment of competent auditors.	2. Controller VP Finance A.Andersen & Co. Financial Affairs Committee	2. FY 79-80 & continuous
3. The university has an impressive level of endowment, but funds are managed by several distinct groups which are not coordinated on investment objectives --probably suboptimizing performance. Approximately 10% of current fund revenues were provided by endowment earnings in 1978-79.	3. Revenue demands on university endowment will intensify during the next decade due to enrollment pressures; therefore, maximizing endowment performance will be critical for the budget.	3. Providing staff assistance to the Endowment Committee & other Funds to facilitate & coordinate the investment of endowment funds to attain a balanced investment objective, minimizing investment risks without unduly sacrificing current income or the possibility for some long-term growth.	3. Regular meetings with the Endowment Committee & other advisory groups. Coordination of investment strategies & objectives. Possible consolidation of funds.	3. VP Finance Endowment Committee Atkinson Fund Committee, Endowment Comm. and Collins Scholarship Fund.	3. Continuous
II. Because of the lack of a quick response information system with analytical capabilities, departments have faced submitting budget requests with limited information expressed in terms of input/output relationships.	II. The university budget process has probably resulted in suboptimization due to limited information & very limited analysis of key relationships.	II. Facilitate the budgetary & planning process by serving as a staff resource to the President & Administrative Council.	II. A. Build comprehensive data base by expanding object of expenditure classifications & personnel data files.	II. A. VP Finance Controller	II. A. Ongoing from June 1,1979
			B. Examine feasibility of utilizing computer-based budgetary models following development of pertinent data base.	B. VP Finance Director of Planning	B. FY 1980-81

B. Financial Affairs, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
III. Personnel files & personnel related responsibilities are scattered over several offices. The personnel-related data base is limited & lacks credibility; personnel procedures are loose & non-standardized. Turnover of classified personnel appears to be high.	III. Errors in personnel management are costly to the university & may be minimized by standardized procedures & comprehensive, credible files. Compliance with Federally mandated regulations may also be facilitated. Competence & efficiency of staff should improve with reduced turnover.	III. Develop, implement, & operate an efficient, centralized university-wide personnel system.	III. A. Acquire, implement, & operate computer-based comprehensive payroll/personnel system. Restaff & train as required to provide competence.	III. A. VP Finance Controller Dir. Business Services Dir. Computer Services	III. A. FY 79-80 & ongoing
			B. Complete the centralization of personnel files & functions.	B. President Dir. Business Services Deans	B. FY 79-80 & ongoing
			C. Standardize personnel procedures from position authorization thru termination.	C. Dir. Business Services	C. FY 79-80 & ongoing
			D. Improve the classified compensation package.	D. Dir. Business Services	D. FY 79-80 & ongoing
IV. The purchasing function is semi-centralized but is not an integral part of the accounting system; the receiving function is diffused over the entire campus.	IV. Budgetary & internal control procedures are materially weakened by the present purchasing/receiving system & can result in double payment of invoices, overexpenditures, and/or misappropriation of goods & services.	IV. Develop, implement, & operate a centralized purchasing/receiving program.	IV. A. Develop a comprehensive list of system weaknesses & redesign the system to correct weaknesses in the purchasing system.	IV. A. A. Andersen & Co. Dir. Business Services Controller VP Finance	IV. A. FY 79-80 & ongoing
			B. Determine feasibility of a central receiving area & storeroom via facilities study & cost estimates.	B. Dir. Plant Dir. Business Serv. VP Finance Controller Facilities Comm.	B. FY 79-80

B. Financial Affiars, cont'd.

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
V.	V.	V. Develop, implement & operate the following university service functions in an efficient & cost-effective manner:	V.	V.	V.
A. There is no centralized mailroom for university-wide service, service is often slow & as a communication devise, unreliable; student mail is occasionally misdirected & lost.	A. A centralized mail center for students & university staff would eliminate most of the problems inherent in the present system.	A. Inter-campus, in & outbound U.S. Mail Service.	A. Facilities study to determine feasibility & location of centralized mailroom.	A. Facilities Committee Dir. Business Services	A. FY 79-80 & ongoing
B. Usage of the word processing capability is concentrated in several departments; there is a peaking problem arising from uneven work flows--principally from pattern letters.	B. The peaks & valleys of usage in the word processing facility might be smoothed by better scheduling of using departments & encouraging more small department usage where timing is not critical.	B. Word Processing	B. 1. Improved scheduling with more lead time.	B. 1. Dir. Business Services	B. 1. Ongoing
			2. Disseminate information on word processing to encourage broader usage base.	2. Dir. Business Services	2. Ongoing
			3. Devise variable & temporary staffing plans to increase flexibility.	3. Dir. Business Services	3. Ongoing
C. Student phone service suffers from slow connect response in the fall; generally there is a high frequency of equipment malfunctions.	C. Student service might be improved by prewiring every room; equipment malfunctions are assumed to be produced by old equipment.	C. Telephone	C. 1. Get estimates for wiring student rooms & develop a program for funding.	C. 1. Dir. Business Services Dean of Students	C. 1. FY 79-70
			2. Study feasibility of new telephone equipment	2. Dir. Business Services	2. FY 79-80

INSTITUTIONAL SUPPORT

FACTS	ASSUMPTIONS	GOALS	ACTIVITIES	RESPONSIBILITY	TIME
C. UNIVERSITY COMPUTING					
The University computing and data processing equipment is rapidly approaching obsolescence: The NCR 400 maintenance support is scheduled to end early in 1980. The HP 2000 maintenance support is scheduled to end late in 1981. The IBM 1130 is of an earlier generation of equipment.	Equipment replacements will be necessary to avoid serious disruptions of services to students, academic support & administrative support.	To provide a reliable, cost-effective computing capability for students, faculty & administrators.	1. Administrative Capability A. Systems requirements study to specify system personnel, software, and hardware for all administrative users.	A. Andersen & Co. V.P. Finance Dir., Computer Service	Spring, Summer 1979
			B. Acquisition or lease of new system.	Financial Aff. Committee V.P. Finance Dir., Computer Service	Summer 1979
			2. Evaluate academic needs and commission a systems requirements study for academic computing.	Univ. Computer Committee Deans Dir., Computer Services Dir., Academic Computing	FY 1979-80
D. PLANT SERVICES					
No orderly, systematic program has existed for the regular maintenance of mechanical equipment, buildings or furnishings, and mechanical failures have been frequent, costly, often untimely, while the older buildings & their furnishings have been deteriorating more rapidly than should be expected from normal wear & tear.	A systematic program for preventative maintenance will reduce the frequency & cost of equipment failures and result in more attractive buildings and furnishings.	Develop and implement a cost/effective program for preventative maintenance.	Develop a preventative maintenance program.	Dir. of Plant	FY 79-80 & ongoing
			Retrain & restaff personnel to implement a preventative maintenance system.	Dir. of Plant Dir. of Personnel	ongoing
			Avoidance of preventative maintenance problems in buildings and renovation plans.	Architects Dir. of Plant	ongoing

APPENDIX IV

Planning Activities Progress Report

September 1978

TO: Faculty, Staff, Board of Trustees **Date:** September 15, 1978

FROM: University Planning Committee
Sam Hall, Chairman

SUBJECT: Planning Activities Progress Report

The University Planning Committee hopes to provide information with this (Second Annual) report about the scope and foci of planning activities. We do not intend that this report contain complete information about any aspect of planning, but that it provide notice of which issues are under active study and the membership of those groups who are directly involved in making the analyses or proposing alternatives for change. Although this report will not provide a census of the issues of concern to the committee, you may assume it appropriate to communicate to members of the committee concerns about our lack of attention to any issue not mentioned in this report. (A list of members of the committee is appended.)

I. Enrollment

1. Projections about enrollment made last year seem to have been close for 1978-79, although the final total for the College of Liberal Arts is not yet known. There is reason to be confident about growth of the Atkinson School to planned capacity. We remain optimistic about maintaining the quality of entering law students.

2. A primary concern of the Planning Committee is the projected decline in undergraduate enrollment. The present intent (too nebulous to be called a plan) is to increase moderately admissions efforts, consider changes in financial aid policy, and attempt to reduce attrition in the hope of minimizing the decline while preserving the nature of our current programs and serving the same kind of students. Because we expect that other universities will make similar efforts to attract students and because the patterns of attrition seem so well established, no increase in enrollment is reflected in the projections. Unless more significant action is undertaken, we should prepare to have fewer students in 1982 than we have now.

3. The Planning Committee has been asked by the Minority Action Committee for clarification of the goals for enrollment of minority students. M.A.C. has also suggested some specific goals. Professors V. Bothun, C. Burton, and Dean Berberet are to work with M.A.C. to prepare revised goals for the Planning Committee to consider.

II. Academic Programs

1. Last year the College of Law faculty postponed the review of academic programs and plans in anticipation of the appointment of a new dean. For the same reason, the regular accreditation review of the college was deferred until this year. Dean Tornquist and the faculty are preparing now for a major study of the curriculum which will--not incidentally--meet the needs of planning and accreditation.

2. The examination of curriculum by liberal arts faculty is continuing and will be accelerated during 1978-79. This effort will receive substantial support from a Northwest Area Foundation "Project Examination" Grant. If its proposed schedule is followed, the faculty will, within the next 18 months, act on a "final" report from the Committee on Graduation Requirements and Guidelines. They will also have identified, on the basis of self-studies and other analyses, changes they wish to make in the curriculum. These activities will coincide nicely with those necessary for the next accreditation review.

3. It seems even more evident than it did a year ago that "most (undergraduate) faculty believe that the present academic organization is not providing the structure for sufficient cooperation, coordination, and leadership." An ancillary, but important, objective of the NAF Grant is to improve this situation.

III. Faculty

Data are being organized and projections made on faculty eligibility for promotion, tenure, sabbaticals, and retirement. Professor Iltis is doing the bulk of the work. A report should be ready for the Planning Committee by October 1.

IV. Academic Support

1. Library--An ad hoc Library Committee has been appointed to "review and revise the present Program Statement so that it can be used as a basis for future building planning." The committee will be holding hearings on campus this fall to gather opinions and advice. It hopes to finish its work by November. A list of committee members is appended.

2. Audio-Visual Services--The Planning Committee has asked Betty Brockmann, Director of the Media Center, to prepare a report on current services of the

center and alternatives for improving those services. Because of changes in personnel and administrative organization, no such report was done at the time that other departments completed planning reports. It is intended that this report be completed and considered this fall.

3. Faculty Development--The undergraduate faculty who have been involved with the Associated Schools of the Pacific Northwest (ASPN) Project and those who attended the Colorado Springs Workshop are joining to prepare a report for the Planning Committee on what the goals and activities for faculty development should be. It is intended that this report be finished this fall.

   Dean Tornquist and some law faculty members intend to meet soon with Steve Phillips, Director of the ASPN Project, to explore ways in which this project might benefit law faculty.

V. Facilities

The University has entered into a preliminary working agreement with Martin, Soderstrom, and Matteson, A.I.A. to have these architects work with us to analyze our facilities and make recommendations on modifying the way we use our space, renovation of existing buildings, and sites and scale for new construction. A Campus Facilities Committee has been appointed to "assist the architects in gathering data and priority setting." They are also "responsible to develop the reports and recommendations to be submitted to the Facilities Committee of the Board of Trustees." A list of committee members is appended.

VI. Student Services

1. A study of the reasons for attrition by undergraduate students is nearing completion. The basis of the study is a questionnaire sent to several hundred students who have left Willamette without graduating. Professor Prothero, with the advice and cooperation of the Admissions Office and Frank Armijo of NCHEMS, is in charge of this project.

2. Joan Peterson, Assistant Dean of Students, has written a report on the quality of residential life as perceived by the students. It is expected that the Student Affairs Committee will use this information as it considers possible special uses for the Alpha Phi house and other changes in the residential operation.

3. It is hoped that a consideration of possible changes in the financial aid policy can be completed this fall. Roy Ruffner, Jim Sumner, Jim Woodland and Sam Hall have had a preliminary meeting to discuss alternatives.

VII. Development

The draft plan completed in January set several goals for raising funds for endowment, construction/renovation, and operating funds. One of the highest priorities for this year in planning is to design activities and assign responsibility so that these goals, or amended ones, can be met.

VIII. Institutional Support

1. A major goal this year is to move the role of the Planning Committee and the planning function from an ad hoc basis to that of a well-defined regular part of the functioning of the University. Some changes have been made in the membership of the committee and a procedure for replacing faculty and student members has been agreed upon.

   An annual planning process (which ties planning very closely to that of the budget) has been drafted and will be used on a trial basis this year. The function of the planning committee in this process is to review proposals to amend the five-year plan, recommend program priorities and budget guidelines, recommend revisions in the plan, and assess planning accomplishments.

2. The Business Office, under the direction of Roy Ruffner, is studying ways of improving the level of service they provide. A primary concern is the need for replacement of the bookkeeping equipment before the year is over. A closely related question is that of the level and kind of computer services which will be available to the campus in the future. A committee chaired by Mike Dunlap is completing a report which will assess the alternatives.

Lorain County Community College

OSCAR LENNING AND STEPHEN JONAS

The move toward comprehensive planning at Lorain County Community College began in 1971 with the arrival of a new president and his subsequent appointment in 1972 of a director of institutional planning and research. Before any new planning process could be developed, however, it was necessary to establish an effective information system. In addition, a more systematic, objective, and short-range planning process could begin. Throughout the development of the LCCC long-range plan, major attention was given to integrating planning that was both short range and long range. LCCC also needed some type of ongoing needs assessment and program review and evaluation. More effective planning and decisionmaking at the unit level had to be introduced, as well. In all of this development, constituencies, customs, and politics (both external and internal to the college) were carefully considered.

Background

During the late 1950s, many Ohio residents were recognizing that a large segment of the state's population had educational needs not being served by the state's system of higher education. This led to state legislation, enacted in 1961, that authorized the establishment of community colleges. Based on the provisions of the new law, the Lorain County Board of Commissioners designated Lorain County as a community-college district. The commissioners appointed a board of seven trustees to determine the new district's postsecondary-education needs. The trustees hired two professional consultants to conduct a citizens-needs survey and assemble data showing whether a community

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college was needed in the district. Based on these data, the Ohio Board of Regents granted a community-college charter to the district on July 15, 1963. Thus Lorain County had for the first time a permanent, public institution, and Ohio had its second, public community college.

The Lorain School of Technology was incorporated into the community college in March 1964, and Lorain County Community College offered its first courses in a special seven-week session during the summer of 1964. Classes for 1,006 full-time and part-time students commenced the fall of 1964 in rented facilities located throughout the county. In the fall of 1966, LCCC and its 2,751 full-time and part-time students moved to a new, $11 million, 250-acre campus. The campus is located about halfway between Elyria and Lorain, the two largest municipalities in the county, and about 35 miles west of Cleveland.

In March 1966, the North Central Association of Colleges and Schools (NCA) granted a candidate-for-accreditation status to LCCC. In 1971, NCA granted full accreditation of the college; subsequent review in 1973-74 extended full accreditation for 10 years.

In the general election of 1963, the district's voters approved a 10-year, 1.25 mill tax levy for construction, equipment, and operational needs. The levy was approved by voters in 1972. State and federal governments provided almost $5 million toward initial capital construction (since that time, the state has provided an additional $11.8 million for capital improvements). By fall 1979, the college's facilities had grown to 521,000 gross square feet, with a total facilities investment of $25 million and an enrollment of about 5,600 students.

The district's population grew from 218,000 in 1960 to 257,000 a decade later. The current population is estimated at about 290,000, with about 370,000 projected for the year 1990. About half the district's residents live in the Lorain-Elyria urban area. Present growth throughout the suburban areas south of the urban corridor is currently high and is expected to continue (residential development in the urban area is believed to be nearing its maximum potential). The median population age is 25.1 years (over two and one-half years younger than the statewide average), compared with a median age of 26.7 in 1960. The district also contains the second largest concentration of Spanish-speaking citizens in the northeast (the largest is in New York City).

Employed adults in the district totaled 96,000 in 1974, and the figure is expected to increase to about 116,000 by 1985, a growth rate significantly greater than the predictions for the entire state. Although employment is currently concentrated (40 percent) in manufacturing plants, about two-thirds of all new jobs between now and 1985 are expected to be white-collar or service positions.

Enrollment growth at LCCC has been continual and is expected to increase in the future (the majority of students are expected to attend part-time; the number of full-time students began to decrease in 1978). From 1972 to 1978, the proportion of women students increased from 46 to 61 percent, the proportion of students in technical or career programs from 45 to 57 percent; and the proportion of part-time students from 54 to 67 percent.

Since its founding, the college's mission has been to meet the educational needs of citizens of Lorain County. According to the latest statement of purpose approved by the board of trustees in the spring of 1978,

> The mission of Lorain County Community College is to provide, within statutory definitions, easy access to a broad spectrum of learning experiences, tailored to the needs of the College's constituency at the lowest possible cost consistent with quality results. [Lorain County Community College 1976, P. 8]

Statutory definitions of the State of Ohio allow the college to offer university parallel and career programs of two years or less, and noncredit programs for the occupational, cultural, and general benefit of the community. Although most courses are conducted on the main campus, many courses have been offered at public secondary schools in towns throughout the district.

The college's 1978-79 catalog stated the following as its educational objectives related to student needs:

1. To assist a student to live more fully as an individual and more effectively as a citizen
2. To develop talents, aptitudes, and interests for meaningful employment
3. To gain a perception of man's relationship to his fellow man and to his culture
4. To develop self-direction through the use of critical reasoning
5. To develop effectiveness in his relationship with others, showing respect for the individuality of his fellow man
6. To have an appreciation of his aesthetic as well as his scientific environment
7. To develop a potential for economic security
8. To possess an appreciation of healthful living
9. To further achieve self-actualization [P. 9]

About 50 instructional programs are organized and coordinated through eight instructional divisions; a chairperson heads each division. In 1978-79, 5,634 credit students were served (compared with 5,494 in 1977-78, and 4,024 in 1972-73). The noncredit enrollment was over 2,200. Full-time equivalent credit enrollment was 3,251 in 1978-79 (compared with 3,263 in 1977-78 and 2,667 in 1972-73). (Table 1 summarizes numbers of full-time and part-time faculty and staff in 1978-79.)

The college administration includes a president assisted by an administrative staff and an administrative cabinet consisting of the president, the dean of students, and dean of business services. The organization chart for LCCC is included as appendix I. The president reports to a nine-member board of trustees (six are appointed by Lorain County's Board of Commissioners and three are appointed by the governor). As a chartered institution in Ohio, LCCC functions in cooperation with the Ohio Board of Regents, which was established by state law in 1961 to coordinate the activities of all state-assisted Ohio colleges and universities.

Many advisory committees composed of persons outside the college are also important to the college's organizational structure. In addition, several specialized accreditation agencies influence program development. For example, the LCCC Nursing Program has been approved by the Ohio State Board of Nursing Education and Nurse

Registration and the National League of Nursing; and the Medical Assistant and Radiologic Technologist programs have been approved by the American Medical Association.

The total operating budget for the college grew from $4.1 million in 1972-73 to $6.9 million in 1978-79. Table 2 indicates the percentage breakdown in 1978-79 of revenue sources and expenditures.

TABLE 1

LORAIN COUNTY COMMUNITY COLLEGE FACULTY, ADMINISTRATORS AND CLASSIFIED STAFF, 1978-79

Organizational Unit	Full-Time Faculty[a]	Part-Time Faculty[b]	Full-Time Administration[a]	Full-Time Classified	Part-Time Classified[b]
Business	16	63	1	1	2
Developmental Education	4	23	1	1	0
Engineering Technologies	10	13	1	1	1
Health Careers	19	21	1	1	5
Health, Physical Education, and Recreation	5	7	1	3	1
Language and Humanities	19	18	1	1	0
Science and Mathematics	14	16	1	1	3
Social Science/Public Service	16	14	1	2	1
Community Education	0	110	4	3	0
Academic Support	3	0	3	12	10
Institutional Support	0	0	10	25	8
Plant Operation and Maintenance	0	0	1	20	2
Auxiliary Services	0	0	7	22	2
Student Services	6	6	10	14	4
Total	112	291	43	107	39
Full-Time Equivalent	120[c]	58	43	107	21

[a] Includes vacant full-time positions.
[b] Estimates for part-time personnel are based on fall quarter 1978-79.
[c] Includes full-time faculty overload.

TABLE 2

LCCC REVENUE AND EXPENDITURE PERCENTAGES, 1978-79

1978-79 Revenue Breakdown (In Percentages)		1978-79 Expenditure Breakdown (In Percentages)	
State Subsidy	53.5	Instruction	47.5
Student Fees and Charges	23.1	Institutional Support	14.6
County Levy	17.2	Plant Operation and Maintenance	14.5
Grants	3.0	Student Services	11.4
Other	3.2	Academic Support	7.6
		Public Service	4.3
		Student Aid	.1

The History of Planning at Lorain County Community College

Since that initial needs survey of citizens conducted in 1961, LCCC has sponsored various sorts of formal planning activities. For example, the state has required the college to submit a biennial financial plan and a six-year capital plan. In addition, all new program proposals have passed through all levels of the college, to the board of trustees, and then to the Ohio Board of Regents. These various planning requirements have not been conducted in an integrated, systematic fashion (for example, human-resources planning was not a part of financial planning). This rather fragmented, isolated approach to planning changed in 1972 when a position was created to carry out and coordinate formal, institutionwide planning. By 1975, the planning required a comprehensive focus as well.

In 1971, Dr. Omar L. Olson, the dean of evening and continuing education at William Rainey Harper College, became the new president at LCCC. Before Dr. Olson's appointment, the LCCC board of trustees called for an intensive review of the college's organizational and administrative structure. The trustees' request was a response to an observation by an NCA examining team (North Central Association of Colleges and Secondary Schools n.d.), who had noted following their January 1971 visit that "since there had been so much change in administrative structure and administrative channels had become unduly complicated, effort must be made to clarify procedures and lines of decisionmaking in harmony with good administrative practice" (p. 6). In November 1971, Dr. Olson (Lorain County Community College 1973) recommended a reorganization plan based on four principles:

1. The organizational structure should be developed around functions rather than persons
2. Levels of administrative structure should be kept to a minimum; the number of administrators should be directly related to the size and complexity of the organization
3. Decisionmaking and problem-solving processes should be decentralized as much as accountability measures would permit
4. Assigned responsibilities should be accompanied by commensurate authority to carry out those responsibilities [P. 15]

Five phases of reorganization were recommended, the last of which was:

> To develop and/or upgrade long-range planning, programming, and budgeting procedures to provide more accurate forecasting and accountability. [P. 15]

Before announcing his reorganization plan and after he became president, Dr. Olson created the Office of Institutional Planning and Research. In August 1972, Dr. Stephen Jonas became its director. Among his responsibilities were conducting all institutional planning and research activities as well as the planning for the Ohio Board of Regents Uniform Information System and capital facilities. Dr. Jonas believed that the college's information systems should be improved before attempting any major institutional planning. The rapid growth of LCCC since its chartering in 1963 and the problem of increasing internal and external demands for decisions based on accurate and current data about the activities and programs of the college suggested the need to develop a management information system (MIS). The consensus was that the method of measuring, recording, and reporting data at LCCC was fragmented. Administrators at various levels were overburdened with requests for information from other offices on campus, as well as from external agencies. Often these requests overlapped, employed different criteria for the same data, and did not fit a pattern that could guide the preparation of the data. Consequently, the same information frequently was generated over and over, and much of it was inadequate, contradictory, and therefore not particularly useful for decisionmaking.

To examine these deficiencies, the director of institutional planning and research formed a five-member ad hoc committee in December 1972 that included himself (as chairman), the director of data processing, the director of admissions and records (student services), the director of management services (business services), and the assistant of instruction (instructional services). (This MIS Committee continued to meet until the spring of 1978.) The committee was to develop a system for collecting, recording, storing, retrieving, and reporting data and for relating past, present, and projected information needed for decisionmaking to both internal and external operations of the college. (Included in the system design was information that would demonstrate the quality of instruction and help instructors make program and course improvements.) The committee also hoped to increase faculty and staff understanding about the information system and its concepts.

The committee thus identified the following objectives for the college's MIS:

1. It should be user oriented
2. It should be responsive to the internal information and decisionmaking needs of the college
3. The system data base should be compatible with externally developed information systems, such as the NCHEMS *Data Element Dictionary*
4. The system should incorporate anticipated external reporting requirements; the system should permit required information to be accumulated and extracted in the format required for external reporting
5. The system design should incorporate sufficient flexibility to permit modifications to meet the changing needs of the college
6. The system data base should be designed so that the information needs of various users are integrated
7. Entering the data base and extracting useful information should be as simple as possible
8. The system design should incorporate adequate provisions to maintain the security and integrity of the data base
9. The management information system should be cost-effective; the sum of the system benefits should be greater than the system operating costs

The time was right for developing such an information system because the college had just purchased and installed an IBM 360/40 computer that could accommodate a computer-based MIS. All existing computer programs had to be rewritten and meet the college's long-range informational needs. Furthermore, software packages to facilitate user access to the data files were being added. The task of developing an MIS was split into three phases:

Phase 1—Identifying the information needs connected with the various functions and operations throughout the college (see appendix II), developing definitions of system requirements, and developing an MIS master plan
Phase 2—Developing system, specifications, components, and priorities
Phase 3—Testing, implementing, and modifying the MIS

Phase 1 occurred from December 1972 until spring of 1974. Phases 2 and 3 began concurrently in the spring of 1974 and are ongoing.

Another aspect of the committee's work involved assisting student admissions and records, particularly in the registrar's office, in the transition from a card-batch system to an on-line system. Involvement in this task enabled MIS committee members to become acquainted with various staff and their work (and vice versa).

As the MIS was developed, so was a systematic, short-range planning and decisionmaking system. The college decided that a management-by-objectives (MBO) system was most appropriate for LCCC. (MBO is a system of stating objectives, determining a plan of action, allocating resources, stating the results desired, implementing action, and measuring the results.) Developing an MBO system was started in March 1973. Like the MIS-system development, the MBO was developed gradually and was promoted among faculty and staff through the use of seminars and workshops. At first, workshops concentrated on the fundamentals of establishing a management-by-objectives system (managing with objectives, planning by objectives, goal setting, problem solving, and minimizing conflict between groups). Later on, topics included communications, motivation, team building, time management, decisionmaking, and performance appraisals. By the 1975-76 academic year, an MBO system—and consequently the short-term decisionmaking processes at the college—were functioning successfully.

Since arriving in 1972, the planning officer for the college had recognized the need for a long-range plan, and in its 1973 report to the North Central Association, the college wrote the following:

> as soon as feasible, a long-range institutional planning committee charged with developing and periodically updating a comprehensive five-year plan for the college will be appointed. [P. 24]

By 1975, the MBO system was well established and the MIS development was at a point that required some thinking about long-range planning. Furthermore, MIS and accreditation concerns needed less attention from the planning officer than ever before. Thus developing a long-range plan was initiated and with it the beginning of the current phase of planning development and activities at LCCC.

Current Planning Activities

Development of a Long-Range Plan

With the support of the college president, the LCCC director of institutional planning and research started work in the fall of 1975 on a position paper on long-range planning. He gathered information about various efforts at long-range planning (particularly ones that integrated long-range planning with the budget process).

Based on this and his review of what other colleges were doing, he prepared *Long-Range Planning: Prospectus and Premises*. This document describes planning as a continuous process consisting of three phases: plan development, plan implementation, and plan evaluation. The plan-development phase consists of (1) identifying planning premises, (2) analyzing the situation, (3) identifying opportunities and obstacles, (4) determining goals and objectives, and (5) developing criteria for evaluation.

The implementation phase involves carrying out the plans from the development phase within some time schedule and organizational structure. The evaluation phase provides a feedback mechanism that can be used throughout the planning process to allow for modifications. The document also discusses the future of LCCC in particular, which provided premises for the long-range plan development.

The following underlying principles for the long-range plan were also specified:

1. The long-range plan should be integrated with short-range planning (into the MBO process).
2. The long-range plan should be tied into the budget process.
3. The long-range plan should be integrated into the organizational structure of the institution—integrated into the regular routine of the institution. This meant that there would not be a special committee appointed for long-range planning (which makes this long-range plan development process different from most others).
4. The Board of Trustees should be involved in the initial steps of the planned development phase (identification of basic planning assumptions and development of a statment of mission) and later on in the evaluation of the long-range plan.
5. Since the college is serious about implementing the long-range plan, there should be a link between the long-range plan developers and implementers. The administrative cabinet (president, dean of instruction, dean of students, and dean of business services) should be responsible for coordinating the planning process, and thus should be responsible for coordinating not only the development of the long-range plan but also for the implementation of the plan.
6. The long-range plan must deal with issues people feel are important to the institution. [Lorain County Community College 1978, Pp. 6-7]

A series of group meetings was held in the spring of 1976 with mixed groups of faculty, administrators, trustees, classified staff, and students. Various techniques were used to identify issues that should be addressed in the long-range plan, including, for example, nominal groups in which individuals work in the presence of one another, but do not interact. Research has shown (Vandeven and Delburg 1971) that the nominal-group process facilitates creative and innovative decisionmaking and enhances a group's ability to examine thoroughly the dimensions of a problem. At the LCCC meetings, participants assembled and spent about a half hour thinking about the topic but not discussing it. Then, in a kind of listing process, each participant explained his ideas. Group members refrained from discussions with one another. The trustees were also involved in this activity. Input from external constituencies was also obtained through a series of meetings with various community groups and through a public opinionnaire. The process for developing the long-range plan forced everyone to get away from day-to-day concerns and to focus on major areas.

After the issues were identified, a questionnaire regarding LCCC priorities was administered to various constituencies. A summary of the results was published in *Long-Range Planning: Summary of Issues and Planning Agenda* and was distributed in September 1977. The issues found to be of highest priority were grouped according to the basic components to be included in the long-range plan:

1. *What should be the overall mission of Lorain County Community College?* Lorain County Community College's current mission statement is to provide, within statutory definitions, easy access to a broad spectrum of learning experiences, tailored to the needs of the college's constituency and at the lowest possible cost consistent with quality results.
2. *What should be the specific aims and objectives of LCCC within its mission?* How can we strengthen the relationship between the college and the community? Basic to this question is identifying community needs and expectations, determining how the college should accommodate them, and projecting new services needed. High-priority tasks related to this question include (1) identifying community needs, (2) determining how the college accommodates community needs, and (3) projecting new services needed by the community in the next year.
3. *What programs and processes should be implemented to accomplish the objectives and mission?* How do we devise programs and services to meet demand and need? This question must deal with the development of criteria and procedures to determine what programs should be developed, continued, or phased out. The recommendation of specific program emphasis should also assess the potential impact on facilities, personnel, and finances. High-priority tasks related to this question include (1) expanding continuing-education and community-service programs and (2) developing criteria and procedures to determine what new programs should be developed, the programs that should be continued, and those that should be phased out.
4. *What should be the organization of LCCC to effectively implement the programs and processes?* This question should focus on creating better communication between and among various college constituencies. In addition, it should also focus on developing a model for ongoing, long-range planning. High-priority tasks related to this question include developing (1) a model for long-range planning, (2) the capability of responding to change, and (3) a capacity to provide better

coordination of curriculum between full-time and part-time faculty.

5. *What quantity and quality of human resources are needed to carry out programs and processes?* This question should deal with faculty, administrative, and classified-staff salaries, working conditions, personnel policies, and professional development. Other issues related to this question are policies concerning the admission of students and the assessment of student abilities and educational outcomes. High-priority tasks related to this question include (1) reviewing college policies concerning open admissions, (2) determining whether there should be entrance requirements for some programs, and (3) upgrading expertise of personnel by providing in-service training opportunities for faculty, administrators, and classified staff.
6. *What quantity and types of facilities are needed?* Providing a facility for the fine arts, determining the need for additional facilities, and providing for repair, maintenance, and replacement of equipment are central to this question. Examples of high-priority issues related to this question include (1) providing a fine arts/humanities center and (2) providing adequate funds for repair, maintenance, and replacement of equipment.
7. *What financial resources are needed to achieve the objectives and mission?* How much money will all this cost? How much can we reasonably hope to obtain? This question includes the development of specific plans for ensuring sufficient college funding over the next six years. Examples of high-priority issues related to this question include (1) to develop specific plans for ensuring sufficient college funding over the next six years, (2) to assess the need for future levies, and (3) to determine appropriate strategies for obtaining needed funds.

Next, the high-priority issues were studied in-depth by faculty teams. Each team prepared a position paper that described the status of the issue and alternative ways to address it. These position papers were included in *Long-Range Planning: Concept and Current Status of Planning Issues*, a document distributed in January 1978. Later that month, the administrative cabinet held an open hearing at the college for members of the college community to discuss the papers, ask questions, and talk about specific concerns regarding the college's future plan. Several individuals submitted their own position papers on the issues. After the hearing, the administrative cabinet and several faculty members again reviewed the papers and discussed the various policy alternatives that could be incorporated into the long-range plan. Under leadership of the director of institutional planning and research, the faculty team then developed a long-range plan that incorporated what they considered was the best thinking of all members of the LCCC community. In the spring of 1978, three years after initial activities started, the LCCC *Long-Range Plan, 1978-83* was approved by the board of trustees and published. The document describes the college's mission, philosophy, and goals; discusses demographic, social, and economic trends; and specifies planning assumptions and objectives for each major area of concern within the college (such as college programs and services; organization and planning; and human, physical, and financial resources).

Implementing and Updating the Long-Range Plan

The long-range plan contained a number of objectives, including one concerning the planning process:

> The College will incorporate a one-year/five-year planning process. Two time periods are considered for the purpose of stating goals and planning for their implementation. A one-year plan provides the short-term strategy for College operations while a five-year plan sketches the long-term strategy. The one-year plan is based on forecasts for the relatively near future, which are normally more accurate than the forecasts for the five-year time period. Because of this uncertainty, the five-year plan is updated annually to extend an additional year. The result is that the College is always operating according to a one-year plan while preparing for the future according to a five-year plan. [P. 54]

Instructions for accomplishing this and other objectives were not included in the plan. Instead, the conclusion of the LCCC long-range plan stated

> Under the direction of the administrative cabinet, composed of the president and deans of instruction, students, and business services, specific steps designed to achieve the objectives will be incorporated into the College's annual planning and budgeting processes. In addition, the administrative cabinet will evaluate the progress being made to achieve the objectives themselves. This evaluation, too, will be a part of the College's annual planning process and will facilitate the updating of the long-range plan. [P. 81]

In the summer of 1978, the administrative cabinet assigned the director of institutional planning and research to develop procedures for implementing and updating the long-range plan and for integrating it into the annual planning and budgeting process. Throughout September 1978, literature relevant to implementing a planning process was reviewed. Among the resources examined were *Academic Planning: Four Institutional Case Studies* (Kieft 1978), the NCHEMS *Handbook for Institutional Academic and Program Planning* (Kieft, Armijo, and Bucklew 1978) and *Long-Range Planning Kit* (Parekh 1977). Information was also collected from other institutions about their planning processes and implementation procedures. The director then concluded that LCCC should customize an implementation process for its needs (though many of the procedures described in *A Handbook for Institutional Academic and Program Planning* were adopted).

Based on input from the literature, from other colleges, and from the administrative cabinet and other administrative staff at LCCC, a procedural handbook was developed entitled *1978-83 Long-Range Plan: Implementation of the Long-Range Plan; Long-Range Planning and Annual Planning/Budgeting Schedule*. A copy of this document, which was completed and distributed to the faculty in October 1978, is presented as appendix III.

This handbook describes a planning cycle consisting of five annual planning periods. Each year, individual planning units prepare detailed proposals for the year immediately ahead; the units prepare less detailed, but nevertheless subtantive proposals for the following four years. As the cycle advances, each year's plan receives more detailed attention. Each year, the five-year plan is revised to reflect changes in the external and internal environments and in institutional resources, objectives, and programs. During the fourth year of the planning cycle, the college reexamines its long-range goals and the accompanying assumptions and develops a plan for the next five years.

The administrative cabinet started off the planning cycle by reviewing the 1978-83 planning objectives, assigning each long-range planning objective to the appropriate organizational unit and establishing a tentative deadline for each objective. The dean of each organizational unit then assigned objectives to the appropriate department or division (for example, language and humanities, communication, education, admissions and records). Finally, the administrative cabinet reviewed the assignments and schedules as revised by the organizational unit. Before considering the assignments, each department and division (1) assessed the extent to which it achieved its objectives from the previous year and (2) evaluated the process through which those objectives were accomplished.

These steps and assignments of responsibility are described on pages 159 through 162 of the handbook in appendix III. The handbook also includes a realistic time-line developed for accomplishing the first-year cycle (see pages 163-170), deadlines for various long-range plan objectives (pages 171-179), and the five forms used to collect planning information (pages 181-192).

In developing this handbook, the administrative cabinet and the director of institutional planning and research met with administrative staff to review the emerging planning process, distribute copies of the planning handbook, and provide staff with samples of the planning forms being developed. When the meetings and the handbook were completed, the chairpersons and other administrative staff met with their respective faculty and staff to explain implementation strategies, roles of faculty and staff in the planning process, procedures for developing objectives, methods of integrating the one-year and five-year planning cycles, and the process for completing planning form II (each division had been given a supply). (Planning form II, "Long-Range Planning Update," is shown on pages 185-186 of the handbook in appendix III.) Many of the divisions asked the director of institutional planning and research to come to their meetings and assist them, which he did. Numerous faculty members attended these divisional meetings, although attendance was not mandatory. Further, LCCC administrators observed that the quality of the information submitted was excellent, even in sensitive areas concerning complex critical issues.

The administrative cabinet assigned responsibility for completing each objective from the long-range plan to one of the four organizational units (instructional services, student services, institutional support services, and business services), and each objective was assigned an initial schedule for implementation, as shown on pages 171-179 of the implementation handbook in appendix III. This information was reviewed by all deans with their respective staff, and changes were made on the basis of their comments.

The method for programming the objectives varied with each organizational unit. In *institutional support*, individuals reporting to the president met and assigned responsibility for implementing each institutional objective to a specified department. Each department

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then prepared an action plan for that institutional objective as well as objectives specific to the department. Because many objectives in *instructional services* cut across departmental lines, objectives were grouped and task forces were formed to develop action plans. All division heads or directors also prepared specific action plans for their areas of responsibility. In *student services*, the dean of students assigned responsibility for institutional objectives to the appropriate departments which then prepared an action plan as well as specific department objectives. Each department in *business services* prepared an action plan. These plans were reviewed by the dean and the director of institutional planning and research to ensure that all institutional objectives assigned to business services were programmed.

By mid-November, planning form II had been completed by all departments and divisions. The form provided information for updating the long-range plan and annual planning and budgeting for FY79-80. Several weeks after the forms were finished, a summary of information for planning, college forecasts, planning premises, concerns and issues, and projections related to enrollment, faculty and staff FTE, and cost and revenues was distributed to each department for review and comment. This marked the beginning of the next stage of the process. Based on the comments received, a final planning-information document was developed (see appendix IV for an excerpt from this document) and distributed at an administrative staff meeting on December 18, 1978. Also distributed at this meeting was a document giving head-count and full-time-equivalent enrollment projections for 1979-80, a long-range planning and budget preparation packet consisting of planning forms III and IV (along with completed illustrations of each form), and the budget forms.

The planning information was used by each department and division to rank program objectives for the subsequent years and to describe the activities and resources required to accomplish them; these plans and resource needs were reported on planning forms III and IV, "Program Objectives and Planned Activities for the Year" and "Additional Information in Support of Program Objectives and Planned Activities for the Year" (see pages 187 and 189 of the handbook in appendix III). Departments and divisions then submitted their completed program plan for FY79-80 through FY83-84 and budget request forms for FY79-80 to the appropriate deans, who reviewed the plans and incorporated them into the more inclusive organizational unit plans through use of planning form V ("Organizational Unit Program Objectives, Planned Activities, and Rationale for the Year," see page 191 of the handbook in appendix III). In doing so, the deans considered the extent to which the plans of each division or department conformed to the long-range institutional plan.

After receiving planning form V from each organizational unit, the administrative cabinet reviewed each organizational unit plan and then incorporated those plans into a tentative institutional plan, which was included in the document *LRP 1980-84, Organizational Unit Program Objectives and Activities*. This document was distributed on March 28, 1979, to all departments for review. All administrative-cabinet members reviewed their sections of the document with their staffs. The cabinet then reviewed the entire document and the comments received and reached final decisions on institutional priorities. The final document was published in July 1979; excerpts of the document are presented in appendix V.

Because the state legislature was late in approving higher-education appropriations for the next biennium, the final budget process at LCCC had to be delayed. In addition, in the student-services unit, each director had written and submitted an annual report by July to the dean. Each report summarized their major objectives and accomplishments, similar to the type of information requested on planning form I ("Evaluation of Program Objectives and Activities for the Year," see page 183 of appendix III). Because of time constraints and to avoid having one organizational unit repeat the evaluative process, planning form I was not used this year. This planning form has not been discarded, however. Current plans are to revise the form and distribute it to departments and divisions several weeks before its scheduled use in the summer of 1980.

This episode demonstrates that unexpected events can interfere with scheduled planning activities and that a flexible planning process is important. Instead of using planning form I and a month-long process, the LCCC director of institutional planning and research used an interview format to review with all deans the accomplishments within their organizational units and to discuss with the president the accomplishments in each division under his supervision; the director and the president also discussed institutionwide objectives. A summary of these accomplishments was then prepared and reviewed by the administrative cabinet. This information, plus evaluative comments received from staff throughout the fall and winter of 1979-80, will constitute one section of an overall planning document for LCCC that is scheduled to be completed in October 1979. The document will incorporate as separate sections modified versions of all of the separate in-house working documents developed in 1978-79, and will be titled *Long-Range Plan, 1980-84.* It will serve both as a public document and a guide to the planning process for 1979-80. (Readers can obtain a copy at cost from Dr. Stephen Jonas, Director of Institutional Planning and Research, Lorain County Community College, 1005 North Abbe Road, Elyria, Ohio 44035.)

Even though staff at LCCC feel that implementing the long-range plan has been successful, they noted two problems. First, objectives were too numerous and vague; staff could not accomplish them all on schedule. In addition, some faculty and staff had difficulty identifying objectives for individual years of the five-year planning cycle. The director of institutional planning and research has since suggested identifying specific objectives one year ahead and describing the work necessary to accomplish them for the next four years, rather than developing particular objectives for each of the four years.

Revised planning forms are currently being simplified; illustrations and comprehensible definitions of terms, particularly for planning form II, are being added. For the other forms used in 1978-79, items that have provided information of little practical use during the planning process may be deleted.

From all indications, the new LCCC planning process worked well in 1978-79; still more refinements to the process are expected. For example, staff have different levels of understanding about the process. Frequently, objectives are too numerous and vague to be practical. In addition, many people on campus question the value of devoting so much time and effort to long-range planning when so many other concerns need more attention. They regard the process primarily as an exercise in paperwork.

Improving Application of Information to Planning Decisions

In August 1978, an outside consultant spent two days interviewing institutional and unit administrators about their planning concerns. A common concern was that the variety of data collected by the college had not been applied well to planning decisions at the unit level. Administrators at the unit level reported that for decisionmaking they needed more relevant, accessible information as well as assistance in applying it more effectively to the decisionmaking process.

To address these concerns, a four-member task force was formed, consisting of the dean of instruction, director of institutional planning and research, and division heads for health careers and for science and mathematics. The task force first inventoried all computerized and manual information sources, files, and reports at the college. It then examined each sources and discussed how the information from the source was used. In addition, the task force developed a list of decisions currently under consideration at the division and departmental levels. It examined how those decisions were being made, and analyzed each decision in terms of the information required. LCCC staff reported that the document that had been developed in 1973 as a preliminary to developing a management information system for LCCC was particularly helpful here. (See appendix II for the *Preliminary List of Functions and Operations of Lorain County Community College.*)

One member of the task force, the head of the health-careers division, was concerned about determining program costs. Costs at LCCC have been defined in terms of cost per student credit hour. In the health area, a preponderance of clinical courses were offered and the number of contact hours that faculty had to supervise (and for which facilities and equipment had to be provided) was much greater than the number of student credit hours upon which comparative analyses of costs had been based. The other members of the task force were sympathetic to this concern. Consequently, they recommended a study of costing information be conducted, and they identified as a new planning priority the development of improved costing information.

In the fall of 1978, the task force studied approaches taken at other institutions in using information for decisionmaking at the divisional level. These approaches included the NCHEMS Academic Unit Planning and Management Model, the Ohio Board of Regents modeling procedures, the NCHEMS Costing and Data Management System, and several institutional models. The head of the health-careers division devised a preliminary plan to develop a model for costing his programs that would describe unit costs of instruction better than the current model. The task force intended the model to (1) identify all major cost components within each program, (2) indicate whether each component could be controlled or reduced, (3) provide a better justification of costs, (4) improve management of divisional budgets, and (5) improve faculty understanding of budgetary limitations. The task force regarded development of this model as a pilot project that, if successful, could be used to estimate costs in other divisions.

With the assistance of a cost specialist from NCHEMS, the goals of the proposed plan were adapted according to the NCHEMS cost study procedures. The NCHEMS Costing and Data Management System (CADMS) was implemented on a trial basis for the entire institution and the LCCC cost model was refined further (Collard et al. 1975). CADMS is designed to assist institutions in implementing both historical and predictive studies and is basically independent of NCHEMS data definitions and structures. Historical studies display cost-related data about events during a specific prior time. Predictive studies forecast costs based on historically derived parameters [such as average section size and faculty-rank mix]. Utilizing six computerized models, the system (1) converts information from institutional accounts to a common activity structure, (2) converts and aggregates information from the NCHEMS-developed Faculty Activity and Outcomes Survey Instrument, (3) links personnel to the accounts from which they are paid and to the tasks they perform, (4) processes student registration information to determine program costs, (5) converts and aggregates the information from the NCHEMS Student Outcomes Questionnaire for Program Completers, and (6) stores and manipulates the information obtained in other modules of the system.

In the winter of 1979, the task force identified modifications needed in the LCCC cost-study procedures, including allocation-procedure changes within the LCCC course analysis. In addition, the LCCC director of data processing services reviewed the data required to process the NCHEMS cost study.

In the spring of 1979, a preliminary LCCC cost study was developed using data from the fall quarter 1979. Although all of the changes to allocation procedures had not been made (the remainder of the revisions were implemented as the trial run progressed), the procedures produced information that convinced the board of trustees to approve a proposed respiratory program.

LCCC now has the software required to implement CADMS (although the system had not been implemented as of this writing). The decision to use CADMS was made after the dean of instruction, the director of institutional planning and research, and the director of data-processing services examined the CADMS version used at the University of Pittsburgh. LCCC data from spring 1979 was arranged to be run on the University of Pittsburgh CADMS system.(Part of this data has been run and division heads now are reviewing the results.)

During the coming year, the director of institutional planning and research also wants to examine other approaches to information for decisionmaking such as the Induced Course Load Matrix and the Induced Work Load Matrix as outlined in *Academic Unit Planning and Management* (Miyataki and Byers 1976). The Induced Work Load Matrix shows credit hours (or contact hours) produced by degree programs or fields of study during some time period. The Induced Course Load Matrix displays the average number of hours that students in various curricular majors accumulate in each department for the specified period of time.

Developing a Program Review and Evaluation Process

Among the major institutional objectives set forth in the LCCC long-range plan was to develop a comprehensive system for reviewing and evaluating programs. Such a system was considered as essential for both obtaining information for decisionmaking about additions, deletions, or revisions to programs and for program planning (both long range and short range).

To coordinate developing such a system, the dean of instruction appointed a seven-person Ad Hoc Committee on Standards for Curriculum Review as a formal subcommittee of the College Curriculum Council. Members were the director of developmental education (committee head); division head of the social-science/public-service division; two faculty members from transfer programs; and three faculty members from technical programs. In addition, the director of institutional planning and research served as a resource person to the committee. Membership represented a balance between career/technical and transfer programs and between administrators and faculty.

At its first meetings in October 1978, the committee discussed the rationale for program review and evaluation and listed several specific tasks it would perform. A month later, the committee had decided to develop and recommend policies and procedures that would govern the review of credit programs at LCCC. It also intended to spell out a policy for selecting programs for review. The committee then started to inventory existing information, processes, and procedures (both internal and external to the institution) related to program review and evaluation. This inventory was completed in early January 1979.

Committee members reviewed the processes at community colleges in Arizona, Illinois, Maryland, and New York; they also examined relevant R&D work conducted at NCHEMS and elsewhere. Especially helpful was a five-year review of technical programs and the papers that the Academy for Educational Development (AED) had developed as part of a state-funded project on program review and evaluation.

In looking at processes used at other institutions for possible adaptation at LCCC, the committee examined procedures for monitoring and selecting programs for evaluation being used at Moraine Valley (Illinois) Community College, the program-assessment instrument used at Southeast (Nebraska) Community College; the system for evaluating career programs used in Maryland community colleges; and the collegewide, career-program-evaluation system used by the Cuyahoga (Ohio) Community College District. After considering the adaptability of these various systems and their relevance to LCCC, the committee decided to use them as resource materials. The evaluation plans of these other colleges did help the LCCC committee to define the terms *program* and *evaluation* and to develop a policy statement governing the review and evaluation of LCCC programs and courses.

By May 1979, the committee had drafted a tentative policy and procedures statement to guide program review and evaluation. After reviewing different types of potential program data and collection procedures, the statement was revised in September 1979 for submission to the College Curriculum Council. This final version elaborates on purposes served by program review and evaluation at LCCC, definitions of program and program evaluation, policy concerning when reviews are to occur, procedures for planning and carrying out reviews, and an outline of guidelines and examples relating to specifically what should be reviewed about the program and discussed in the report. (See appendix VI for a draft of the September 1979 statement.)

Two problems slowed the work of this committee. First, the committee devoted more time than they had planned to defining terms. Second, faculty could not agree on the nature of program review. This experience at LCCC suggests the importance of selecting committee members who understand technical and career programs as well as having an interest in program review and evaluation. Prestigious members of the faculty are also desirable. They can help gain the support of the faculty.

Conducting Community- and Student-Needs Assessment

Although LCCC had established an extensive community advisory committee system, no in-depth community surveys had been conducted since the college was formed. Planning staff believed that one way of strengthening the LCCC long-range plan was to assess student and community needs on an ongoing basis using systematic, objective, and adaptable methods. The director of institutional planning and research searched the literature related to needs assessment and reviewed instruments used by Harrisburg (Pennsylvania) Area Community College, Eastfield (Texas) Community College, Kalamazoo (Michigan) Community College, Valencia (Florida) Community College, Lakeland (Ohio) Community College, Parkersburg (West Virginia) Community College, and the San Diego (California) Community College District. Based on this research, the director of institutional planning and research developed a framework for conducting a needs assessment, which included a rationale for assessing needs, a definition of the term *needs*, a description of the focus of the assessment, and mechanisms for conducting it.

With a framework established, two target groups were selected for a pilot study. The study was to survey the adult population of Medina, a town located in the southeastern part of the district. (LCCC wanted to expand program offerings there and Medina school officials were interested in the results of the study.) The target group for the pilot study was all students 25 years of age or older who enrolled at LCCC for the first time in the spring quarter of 1979. (The college serves an increasing number of adult students, and would like as much information as possible about them.)

Staff developed a study plan and an instrument for assessing the needs of Medina residents and reviewed them with local school officials. Concurrently, with the assistance of a graduate student from Bowling Green State University (who needed to conduct such an activity as a requirement for a research class), staff searched the literature related to assessing the needs of adult learners. Based on this literature review, staff decided to use the "Adult Participation Scale" developed by Max Boshier at the University of British Columbia. (Copies of the instruments for surveying both target groups are presented in appendixes VII and VIII.)

The mail-in questionnaire was distributed to Medina residents the second week of May 1979. Additional copies were distributed through the city schools and the municipal library, plus advertisements and news stories were placed in the local newspaper. The staff mailed the Adult Participation Survey to the target student population in late May. Follow-up letters, with additional copies of the questionnaire, were mailed a week later.

At the end of June, staff used the Statistical Package for the Social Sciences program to analyze the data collected in both surveys. Reports summarizing the results were prepared. At a meeting on July 9, 1979, division heads reviewed the preliminary analysis of the results of the Medina survey, and these results were used by LCCC staff to schedule classes in Medina for the fall of 1979. Based on these reports, staff are revising the process and procedures used to conduct the surveys, and the plans are to conduct surveys of other target groups during the 1979-80 academic year. Also during the 1979-80 academic year, staff will consider changes in procedures and services for adult students at LCCC, based on the results of the second survey.

Assessment

This evaluation focuses on ways planning can be more effective. One type of criterion for such a judgment is observations of the planning operation, of such factors as end-of-period usefulness and appropriateness (for example, how accurate were the initial assumptions and projections), and attitudes and satisfactions of participants and others. Another is reports on others' experiences, such as the case institutions in the NCHEMS study whose experiences were a major influence on the guidelines proposed in the NCHEMS *Handbook for Institutional Academic and Program Planning*. Great care must be used in attempting generalizations to other institutions, however, because each college or university is unique in its characteristics, in its external and internal environment, and in the specific situations it faces.

The move toward a comprehensive planning process cannot take place unless the college's board of trustees, administration, and faculty are committed to it. Many at LCCC believed that by the beginning of the seventies, the college seemed to have difficulty responding to change, and its administrative organization had become overly complicated and cumbersome. This belief was reinforced by the 1971 report of the North Central Association visiting team. The first step toward correcting these weaknesses came with the arrival of a new president, who demonstrated his commitment to planning by, among other actions, hiring a director of institutional planning and research.

In integrating planning into research, the college recognized the importance of developing its data bases and hiring someone trained in both data gathering and planning. Thus LCCC waited two years to start developing long-range planning in order to focus first on developing a well-designed management information system, building staff skills, and implementing an MBO system for short-range planning. And in this phase, as in all of the other planning phases, the college carefully evaluated its status needs and considered ways to involve various segments of the campus, including students. (The one criticism is that some faculty and staff may have perceived at times that their involvement was perfunctory rather than influential—it is important that this not occur.) In addition, college staff tried to find out what other community colleges were doing with regard to planning. Furthermore, the college conducted extensive training and orientation activities, using outside expertise when needed, and definitive schedules and deadlines were established throughout the process.

The LCCC planning process that evolved resembles the process outlined in the NCHEMS *Handbook*. In general, the LCCC practices follow those NCHEMS guidelines and demonstrate how those guidelines can be customized. LCCC did deviate from the NCHEMS recommendation for length of the planning cycle. The *Handbook* recommends a three-year cycle; LCCC opted for a five-year cycle. Based on the college's first-year experience in updating its long-range plan, however, it decided to combine the last four years of that cycle into one phase.

After developing planning assumptions and the long-range plan, LCCC staff began to tie long-range planning into both the annual planning cycle and the resource-allocation process, as recommended by NCHEMS. Schedules, planning forms, orientation and training activities, and good planning, coordination, communication, and monitoring were all crucial to a successful initial-year implementation of the process. Furthermore, attitudes toward the process appeared generally to be positive.

Based on this past year's experience, implementation of the long-range plan has been modified and procedures and schedule have been updated. The college continues to improve its planning information, particularly in the costing area. The planning officer intends to build the ICLM and IWLM into the LCCC system in a few years.

The college indicated it will complete its program review and evaluation system and will implement it soon. When this system begins to operate, the college will have completed its response to the 1973-74 visiting accreditation team recommendation that more attention be given to "the collection of evidence on some systematic basis to demonstrate the quality of the instructional programs and to aid instructors in making improvements" (North Central Association of Colleges and Secondary Schools n.d., p. 10).

In addition, the college, over the next several years, will be able to assess those special educational needs of particular segments of both the student body and the district's population that until now LCCC has largely neglected or overlooked.

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APPENDIX I

Lorain County Community College Organization Chart

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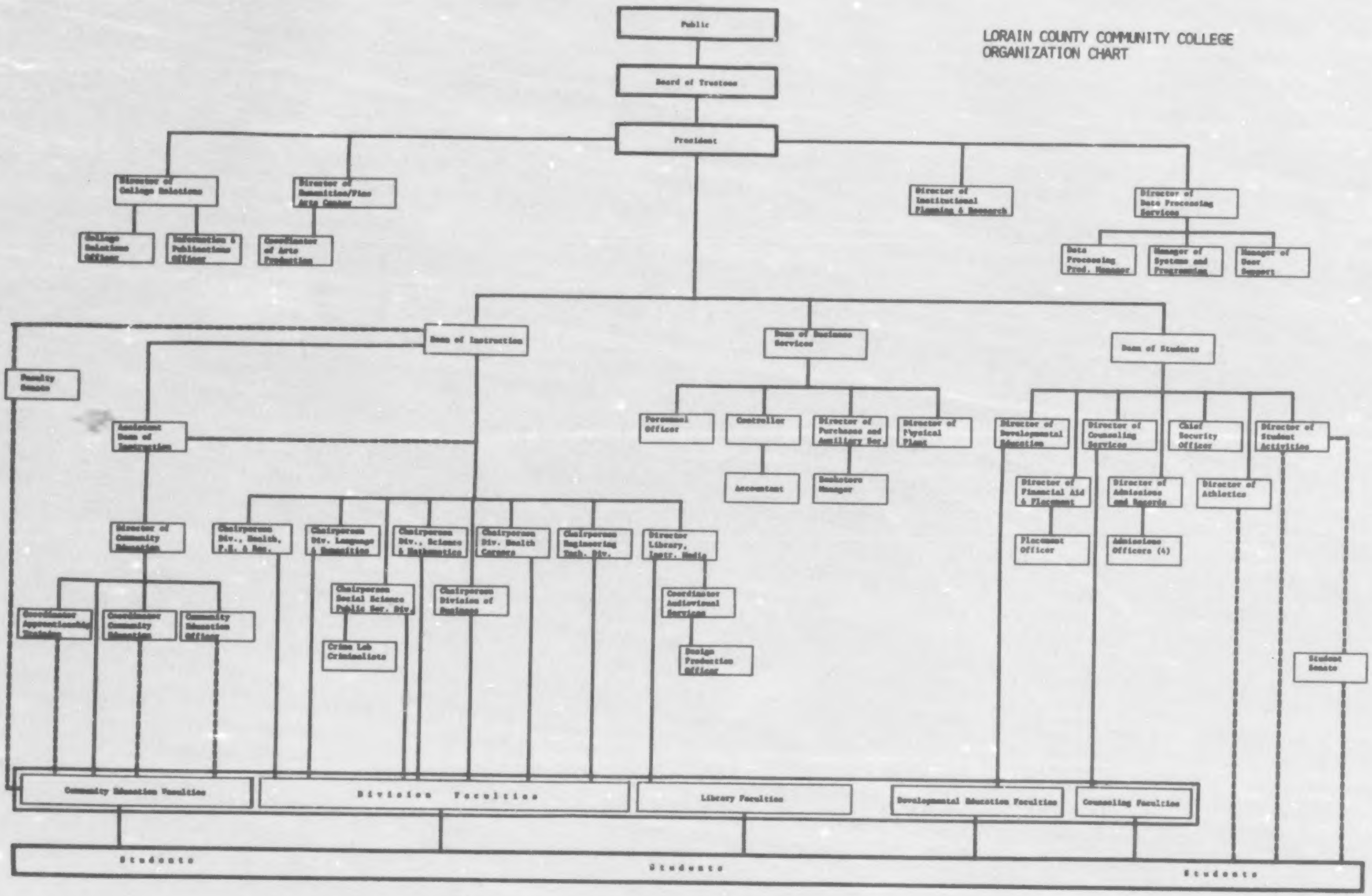
LORAIN COUNTY COMMUNITY COLLEGE
ORGANIZATION CHART


Public
Board of Trustees
President
Director of College Relations
College Relations Officer
Information & Publications Officer
Director of Humanities/Fine Arts Center
Coordinator of Arts Production
Director of Institutional Planning & Research
Director of Data Processing Services
Data Processing Prod. Manager
Manager of Systems and Programming
Manager of User Support
Dean of Instruction
Faculty Senate
Assistant Dean of Instruction
Director of Community Education
Coordinator Apprenticeship Training
Coordinator Community Education
Community Education Officer
Chairperson Div., Health, P.E. & Rec.
Chairperson Div. Language & Humanities
Chairperson Social Science Public Ser. Div.
Crime Lab Criminalists
Chairperson Div., Science & Mathematics
Chairperson Division of Business
Chairperson Div. Health Careers
Chairperson Engineering Tech. Div.
Director Library, Instr. Media
Coordinator Audiovisual Services
Design Production Officer
Dean of Business Services
Personnel Officer
Controller
Accountant
Director of Purchases and Auxiliary Ser.
Bookstore Manager
Director of Physical Plant
Dean of Students
Director of Developmental Education
Director of Financial Aid & Placement
Placement Officer
Director of Counseling Services
Director of Admissions and Records
Admissions Officers (4)
Chief Security Officer
Director of Athletics
Director of Student Activities
Student Senate
Community Education Faculties
Division Faculties
Library Faculties
Developmental Education Faculties
Counseling Faculties
Students
Students
Students

APPENDIX II

Title Page and First Three Pages of Preliminary List of Functions and Operations of Lorain County Community College

PRELIMINARY LIST OF FUNCTIONS AND OPERATIONS OF LORAIN COUNTY COMMUNITY COLLEGE

Prepared by

MANAGEMENT INFORMATION SYSTEM COMMITTEE:

Timothy V. Boylan
Kenneth L. Grover
Stephen Jonas, Chairman
Gene Newton
Howard O. Washka

Lorain County Community College
Elyria, Ohio

June 18, 1973

THE MAJOR FUNCTIONS OF LORAIN COUNTY COMMUNITY COLLEGE

Function: A broad set of operations which the College undertakes in relation to its goals. Functions are differentiated from each other by the resources and markets with which they deal.

A. Provide Instruction - This function includes all traditional and experimental instructional and experimental instructional activities, whether through classroom, individual, special or informal methods. It includes all operations necessary to formulate academic programs in terms of degree goals, degree requirements, and course content to the satisfaction of accrediting agencies and the publics served by the College.

B. Provide Instructional Support - This function includes all those operations which support the College's instructional function. It entails those activities and services which, although they are not directly contributory to instruction, are facilitative. They do directly support instructional goals.

C. Facilitate Organized Research - This function includes all the operations necessary to carry out the College's goals related to uncovering knowledge, developing techniques of application, and communicating results of findings. This function connects the presentation of information and the exercise of the intellectual skills of the faculty and student body.

D. Develop Faculty Resources - This function includes all operations necessary to acquire, maintain, and retain qualified instructional personnel.

E. Develop Administrative Resources - This function includes all operations necessary to acquire, maintain, and retain qualified administrative personnel.

F. Develop Professional and Staff Resources - This function includes all operations necessary to acquire, maintain, and retain qualified non-academic professional and staff personnel.

G. Provide for Student Academic Development - This function includes those operations which are necessary to recruit capable students and to provide supportive services that enable them to acquire knowledge and fulfill their educational goals.

H. Provide for Student Non-Academic Development - This function contains all activities and services provided which facilitate the personal growth and self-development of students and complement their academic development.

I. Develop Public Relations Activities - This function involves all forms of communications with the external and internal publics aimed at an improved understanding of the philosophy and accomplishments of the College.

J. Develop Community Services Activities - This function includes all those roles of the College body, corporate and individual which work to serve and assist the general community. It involves the recognition that the unique facilities and capabilities of the College must be used for public benefit.

K. Develop Financial Resources - This function includes the determination of needs, the solicitation of funds from public and private sources, and the development of internal sources of income.

L. Provide Financial Services - This function provides the operations and processes which are necessary to the achievement of the College's objective of the controlled use of its financial resources.

M. Provide Auxiliary Services and Facilities - This function includes all the auxiliary services and facilities which directly or indirectly support the goals of the College. Included are support services for the students, administrators, faculty and staff to assist in carrying out their responsibilities and activities.

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A. Provide Instruction

Page

A1. Conceive, plan and develop new courses 1
A2. Conceive, plan and develop new programs 1
A3. Analyze, evaluate, and modify proposed and existing courses 1
A4. Analyze, evaluate, and modify proposed and existing programs 1
A5. Provide course and individual instruction 1
A6. Set academic requirements for course participation and degree programs . . . 2
A7. Allocate instructional resources 2

B. Provide Instructional Support

B1. Develop and publish class schedules 3
B2. Provide instructional support facilities 3
B3. Allocate ancillary instructional facilities 3
B4. Analyze, evaluate and develop teaching methods 3
B5. Analyze curriculum trends 3

C. Facilitate Organized Research

C1. Review and formulate research policy 5
C2. Plan, allocate and evaluate research resources 5
C3. Identify prospective researchers' interests and capabilities 5
C4. Identify and assist in developing research support sources 5
C5. Match researchers and resources 5
C6. Support, prepare and review research proposals 6
C7. Manage active grants 6
C8. Assist in arranging for publication of results 6
C9. Develop cooperation with intra- and inter-organizational agencies 6

D. Develop Faculty Resources

D1. Plan, allocate and evaluate faculty positions 8
D2. Recruit faculty 8
D3. Appoint faculty 8
D4. Orient faculty 8
D5. Provide in-service training of faculty 8
D6. Allocate teaching, research, public service, and administrative duties to faculty 8
D7. Determine compensation 9
D8. Evaluate performance 9
D9. Make promotion decisions 9
D10. Make reappointment and tenure decisions 9
D11. Formulate policies for leaves and terminations 9
D12. Encourage professional interaction and growth 9
D13. Maintain and control records of faculty development 10
D14. Assure faculty input in College governance 10

E. Develop Administrative Resources

E1. Plan, allocate, and evaluate administrative positions 11
E2. Recruit administrators 11
E3. Appoint administrators 11
E4. Provide orientation and development for administrators 11
E5. Administer compensation 11
E6. Evaluate performance 11
E7. Maintain records 11
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F. Develop Professional and Staff Resources

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F1. Plan, allocate and evaluate staff positions 13
F2. Recruit staff 13
F3. Appoint staff 13
F4. Provide orientation and development for staff 13
F5. Administer compensation 13
F6. Evaluate performance 13
F7. Maintain records 13
F8. Facilitate staff input to managerial process 14

G. Provide for Student Academic Development

G1. Plan, allocate and evaluate student academic services 15
G2. Recruit students 15
G3. Admit students 15
G4. Provide academic and career advisory services 15
G5. Conduct registration 15
G6. Evaluate student academic performance 15
G7. Maintain student records 16
G8. Provide public recognition of achievement 16
G9. Administer student grievances and code of academic conduct 16
G10. Provide (non-course) learning resources 16
G11. Provide facilities to test and improve skills 16
G12. Analyse student body characteristics 16

H. Provide for Student Non-Academic Development

H1. Plan, allocate and evaluate non-academic activities 18
H2. Provide scholarships and financial aid 18
H3. Conduct orientation 18
H4. Provide personal counseling 18
H5. Provide special services 18
H6. Provide career placement services 19
H7. Assist students requiring health services 19
H8. Facilitate co-curricular activities 19
H9. Assist students with legal assistance 19
H10. Administer the approved code of conduct 19
H11. Facilitate student input into College governance 19
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I. Develop Public Relations Activities

I1. Develop and maintain rapport with community and state leaders 21
I2. Prepare and disseminate information about the College 21
I3. Gather information on public reaction to the College 21
I4. Promote alumni activities 21
I5. Promote effective high school relations 21
I6. Provide campus visitor services 21
I7. Inform the College community about public relations issues 22
I8. Publicize activities and events on the campus 22

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J. Develop Public Services Activities

Page

J1. Provide public library service 23
J2. Provide consulting and research services 23
J3. Provide entertainment and cultural activities 23
J4. Provide continuing education programs and activities 23
J5. Maintain historical College records 23
J6. Plan and conduct special community service programs 24
J7. Relate to College associated external organizations 24
J8. Participate in higher education planning 24

K. Develop Financial Resources

K1. Plan, organize and implement fund raising programs 26
K2. Develop student fee structure 26
K3. Develop financial support from individuals 26
K4. Develop state support 26
K5. Develop federal support 26
K6. Develop financial support from foundations and corporations 26
K7. Maximize investments and endowment income 27

L. Provide Financial Services

L1. Develop and formulate financial policy 28
L2. Prepare budgets 28
L3. Control operating budget 28
L4. Receive payments 28
L5. Manage cash 28
L6. Pay personnel 28
L7. Disburse funds 29
L8. Manage insurance and retirement programs 29
L9. Negotiate and administer contracts 29
L10. Procure goods and services 29
L11. Audit records and procedures 29
L12. Maintain financial records and prepare financial reports 29
L13. Control capital budget and finance 30

M. Provide Auxiliary Services and Facilities

M1. Plan and develop space and facilities 31
M2. Assign existing space and facilities 31
M3. Maintain building, grounds and equipment and provide capital inventory 31
M4. Plan and maintain utilities 31
M5. Provide communication services 31
M6. Provide transportation and parking services 31
M7. Provide safety and security services 32
M8. Provide printing and duplicating services 32
M9. Provide data processing 32
M10. Provide central storage facilities 32
M11. Provide food services 32
M12. Provide College legal services 32

HAVE DIRECT RESPONSIBILITY	HAVE INDIRECT RESPONSIBILITY	HAVE NO RESPONSIBILITY

FUNCTION A. PROVIDE INSTRUCTION

THIS FUNCTION INCLUDES ALL TRADITIONAL AND EXPERIMENTAL INSTRUCTIONAL ACTIVITIES, WHETHER THROUGH CLASSROOM, INDIVIDUAL, SPECIAL, OR INFORMAL METHODS. IT INCLUDES ALL OPERATIONS NECESSARY TO FORMULATE ACADEMIC PROGRAMS IN TERMS OF DEGREE GOALS, DEGREE REQUIREMENTS, AND COURSE CONTENT TO THE SATISFACTION OF ACCREDITING AGENCIES AND THE PUBLICS SERVED BY THE COLLEGE.

This function includes the following operations:

A1. Conceive, plan and develop new courses. This entails establishing course objectives, performing curriculum research, evaluating and selecting teaching strategies and tools, and preparing syllabi for individual courses.

A2. Conceive, plan and develop new programs. This requires preparing and assessing the rationale for a program based on an examination of such factors as: institutional mission, community needs, market demands, student desires, trends of scholarly inquiry, curriculum trends, and resource availability.

A3. Analyze, evaluate, and modify proposed and existing courses. This involves periodic review of the relevance of the course to the needs of the student and the community to improve the quality of courses or their instruction.

A4. Analyze, evaluate, and modify proposed and existing programs. This involves periodic review of programs in light of their original objectives, taking account of changing needs, external professional requirements and opportunities to modify programs and requirements.

A5. Provide course and individual instruction. This entails meeting the typical and special needs of the student through traditional and experimental teaching methods, whether it be in the classroom or through independent study.

Prepared by:____________________ Date:________________ Page 1 of 33

HAVE DIRECT RESPONSIBILITY	HAVE INDIRECT RESPONSIBILITY	HAVE NO RESPONSIBILITY	FUNCTION A. PROVIDE INSTRUCTION THIS FUNCTION INCLUDES ALL TRADITIONAL AND EXPERIMENTAL INSTRUCTIONAL ACTIVITIES, WHETHER THROUGH CLASSROOM, INDIVIDUAL, SPECIAL, OR INFORMAL METHODS. IT INCLUDES ALL OPERATIONS NECESSARY TO FORMULATE ACADEMIC PROGRAMS IN TERMS OF DEGREE GOALS, DEGREE REQUIREMENTS, AND COURSE CONTENT TO THE SATISFACTION OF ACCREDITING AGENCIES AND THE PUBLICS SERVED BY THE COLLEGE.
			A6. Set academic requirements for course participation and degree programs. This involves establishing division and college policies for course participation and degree program completion, including certificate completion. It also involves printing the requirements in bulletins and other appropriate publications.
			A7. Allocate instructional resources. This involves the assignment of courses and sections to instructors.

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M11. Provide food services . . . 32
M12. Provide College legal services . . . 32

APPENDIX III

Implementation Handbook

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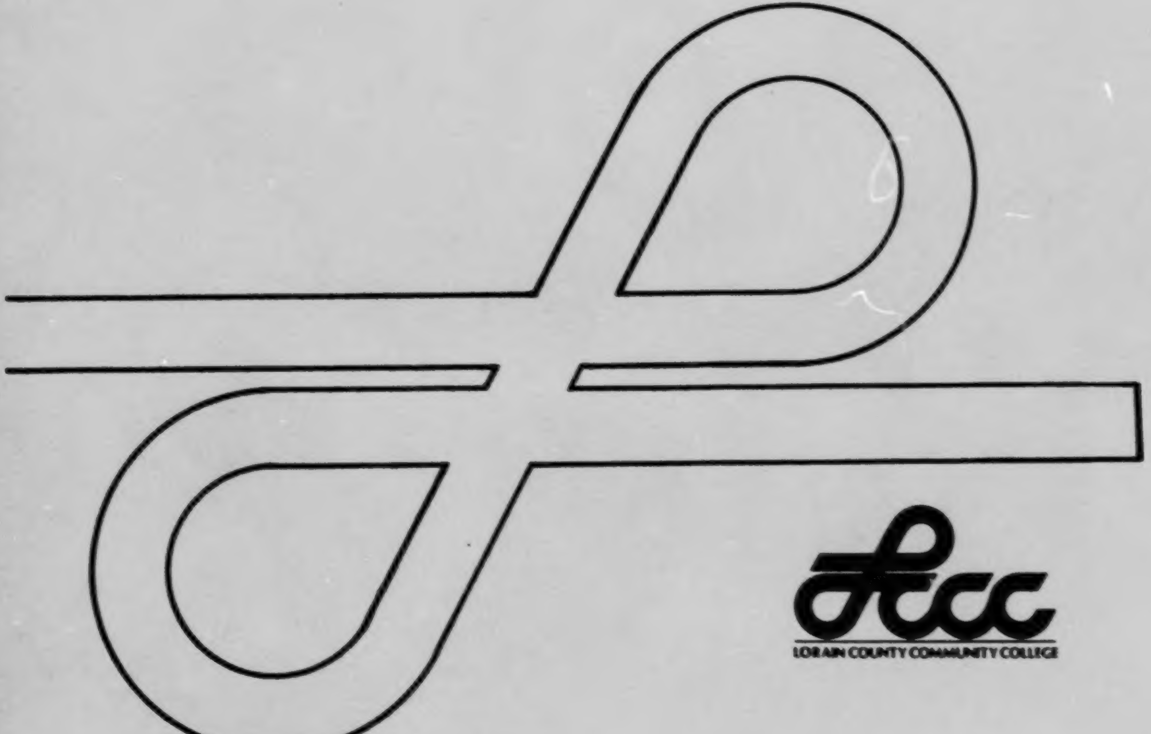
LONG-RANGE PLAN
1978-83

IMPLEMENTATION OF LONG-RANGE
PLANNING OBJECTIVES

LONG-RANGE PLANNING AND ANNUAL
PLANNING/BUDGETING SCHEDULE, 1979-80



LCC
LORAIN COUNTY COMMUNITY COLLEGE

1978-83 LONG-RANGE PLAN

IMPLEMENTATION OF THE LONG-RANGE PLAN

LONG-RANGE PLANNING AND ANNUAL PLANNING/BUDGETING SCHEDULE

Lorain County Community College
Elyria, Ohio

October, 1978

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1978-83 Long-Range Planning Objectives and Organizational Unit Responsibilities 171

Planning Forms 181

LONG-RANGE PLAN IMPLEMENTATION

On June 22, 1978, the Lorain County Community College Board of Trustees approved a long-range plan for the five years from 1978-83. The plan includes a discussion of external and internal factors that are likely to impact the College over the next five years: Ohio higher education trends, demographic trends, occupational trends, higher education economic trends, transportation, competition, legislation, and enrollment trends. It also includes the specification of relevant long-range planning assumptions and recommended long-range planning objectives for each of the following areas of importance to the College:

- LCCC mission, philosophy, and goals
- Programs and services
- Organization and planning
- Human resources
- Physical resources
- Financial resources

The long-range plan concludes with the following statement:

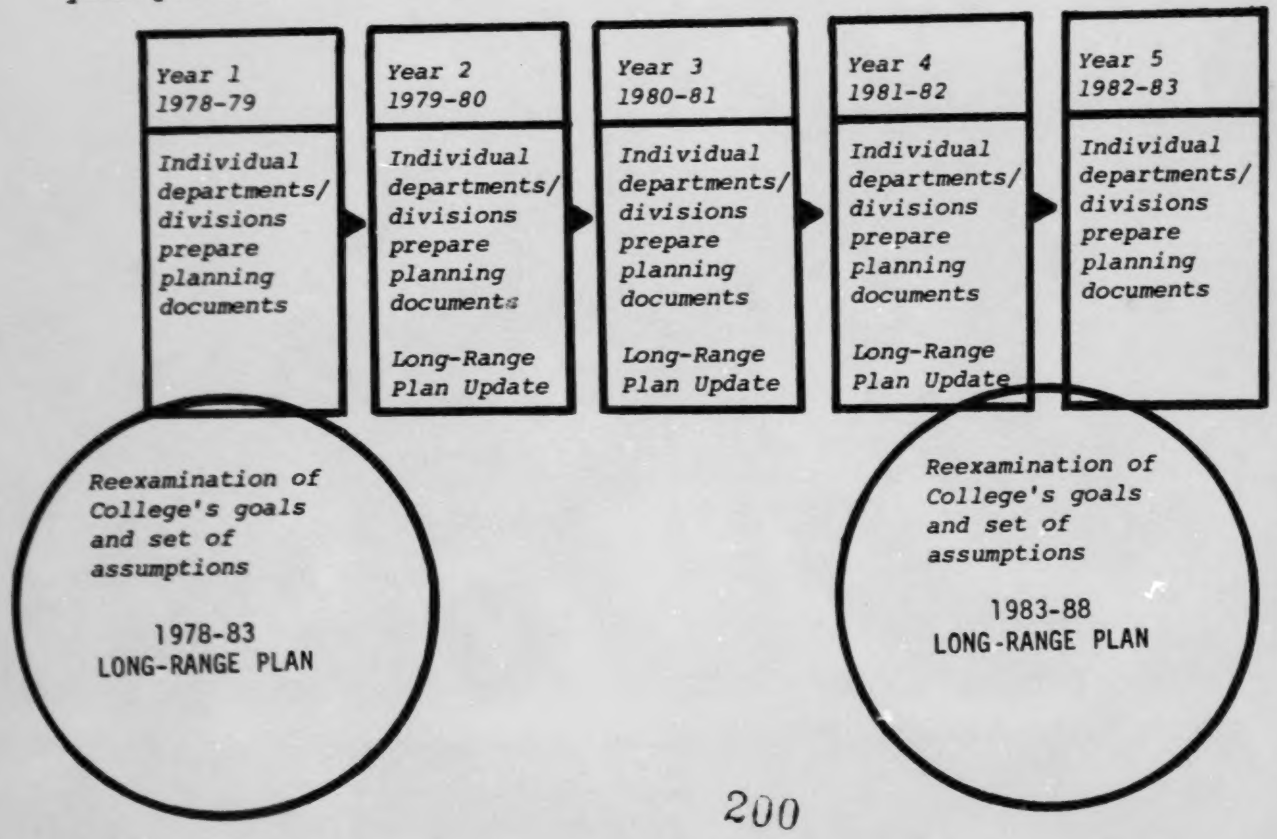
> *Following adoption by the Board of Trustees, the Administrative Cabinet will assume responsibility for the implementation of the long-range plan. Under the Administrative Cabinet's direction, specific steps designed to achieve the objectives will be incorporated into the College's annual planning and budgeting processes. In addition, the Administrative Cabinet will evaluate the progress being made to achieve the objectives themselves. This evaluation, too, will be a part of the College's annual planning process and will facilitate the updating of the long-range plan*

As indicated in the long-range plan, the college will refine the present planning model and incorporate a one-year/ five year planning process. This document is intended to provide the framework for the initial implementation of the long-range plan.

The Planning Cycle

The planning cycle will consist of a sequence of five annual planning periods. Each year, individual departments/units will prepare detailed proposals for the year immediately ahead and less detailed, but substantive, ones for the following four years. Thus as the cycle advances, each year that had been given less detailed attention will be given more.

The five-year plan will be updated annually to reflect any significant changes in external and internal environmental forecasts, institutional resources, objectives, or programs. During the fourth year, the College will undertake a comprehensive reexamination of its long-range goals and the supporting set of planning assumptions, and will develop a plan for the next five year period.


Year 1
1978-79
Individual departments/ divisions prepare planning documents
Year 2
1979-80
Individual departments/ divisions prepare planning documents
Long-Range Plan Update
Year 3
1980-81
Individual departments/ divisions prepare planning documents
Long-Range Plan Update
Year 4
1981-82
Individual departments/ divisions prepare planning documents
Long-Range Plan Update
Year 5
1982-83
Individual departments/ divisions prepare planning documents
Reexamination of College's goals and set of assumptions
1978-83
LONG-RANGE PLAN
Reexamination of College's goals and set of assumptions
1983-88
LONG-RANGE PLAN

The following are the key steps which will be used to implement the planning cycle:

1. The Administrative Cabinet will review the 1978-83 planning objectives and determine a preliminary priority assignment for each objective. The Cabinet will also be responsible for:
    - ensuring that preparation work for the plan takes place in appropriate time frames,
    - ensuring that the planning process model steps are performed in appropriate time frames,
    - ensuring that the total process is tied in with the budgetary cycle,
    - ensuring that primary contingencies have been considered and programmed,
    - ensuring that feedback mechanisms are developed so that changes can take place, and
    - ensuring that plans developed at lower levels are fully consistent with, derived from, and properly reflected in plans developed at higher levels.
2. The responsibility for implementing each long-range planning objective will be assigned to the appropriate organizational unit, (i.e., instructional services, student services, business services) and then to the department/division (e.g., community education, admissions, etc.).
3. Evaluation is an integral component of the planning cycle. The importance of evaluation lies in its serving not only as the basis for subsequent modifications of the planning system and the planning methodology, but also as the basis for the refinement of specific

planning objectives. Evaluation is an assessment of the outcomes achieved based on an examination of the difference between what was expected and what actually happened. At the beginning of the annual planning cycle, each department/division will be asked to provide the following on Planning Form I:

- An evaluation of the extent to which the department/division achieved its objectives, including an assessment of the quality level of attainment.
- An evaluation of the effectiveness of the means used to attain the objectives, including an assessment of the processes and resources used to implement the activities related to the objectives.

4. The planning process must allow the College to retain the flexibility necessary to react to new situations and clienteles. Part of the annual planning process will include an evaluation of the effectiveness of the planning system and the planning methodology in order to identify any improvements or refinements that should be made. In addition, each department/division, as well as selected external publics, will be asked to provide input concerning the updating of the long-range plan. This will include an assessment of relevant external and internal factors that will enhance or constrain the college's ability to meet needs, and the implications of these forecasts as they affect the long-range planning objectives. Planning Form II will be used to facilitate this process.

5. As part of the annual planning cycle, each department/unit will be provided with initial enrollment projections, faculty and staff FTE projections, and cost and revenue projections. Each department will be asked to provide feedback regarding the projections and forecasting procedures before final projections are distributed. An individual department, for example, might feel that the assumptions or the projections are not reasonable, or that some important factors were not considered.

6. Each department/division will prepare program plans for the five-year period. Objectives should be prepared by each department/division for the entire five-year period. A detailed plan should be prepared for the first year, and should consist of the following:

   - A set of program objectives for the next year
   - A priority ranking of the program objectives for the next year
   - Planned activities to accomplish the objectives
   - Resources to implement and sustain the planned activities.

   Planning Forms III and IV illustrate these steps in the planning process.

7. Each department/division program plan will be reviewed and evaluated at the Dean's level and incorporated into the organizational unit's plan. While the organizational unit's program plan will be more than just a collection of those of the individual departments/

divisions, its essential characteristics will be shaped by them. The evaluation of the individual department/ division plans will include an assessment of each proposal with regard to the long-range plan and a determination of the relative priority of each proposal. Planning Form V illustrates this process. Accompanying this form should be a narrative amplifying each program objective and a discussion of issues important to the organizational unit.

8. The Administrative Cabinet has the responsibility for incorporating the organizational unit plans into an institutional plan. This will include:

   - reviewing and critiquing each organizational unit's Program Plan
   - developing and recommending a Program Plan for the institution for the next year
   - revising and updating the long-range plan.

LONG-RANGE PLANNING AND ANNUAL PLANNING/BUDGETING SCHEDULE
FISCAL YEAR 1979-80

This schedule describes the activities necessary for updating the long-range plan for FY 1979-80 through FY 1983-84 and for planning and budgeting for FY 1979-80. Sound plans are essential as the basis both for determining what the College intends to do in delivering quality educational programs and services and for developing resource allocations. The plans also serve as a basis for evaluating the performance of the College as a whole, and of each organizational unit. Evaluation is more than "after the fact" assessment. A sound, preestablished evaluation strategy facilitates the identification of what is going wrong, what is going right and how feedback can be used to correct shortcomings.

This planning process is designed to ensure that plans are developed throughout the College in a logically integrated manner. The plan for implementation assures that all College constituencies will have an opportunity for meaningful participation in the planning process.

Activity	Date
1. Administrative Cabinet reviews planning objectives and determines preliminary priority assignment for each objective.	Sept. 27 - Oct. 13
2. Administrative Cabinet assigns responsibility for implementing each long-range planning objective to organizational units.	Sept. 27 - Oct. 13
3. Administrative staff meeting: explain long-range planning implementation and the annual planning budgeting process.	Oct. 24
4. Deans assign responsibility for implementing each long-range planning objective to appropriate departments/divisions.	Oct. 24 - Nov. 3
5. Based upon input from faculty and administrative staff, departments/divisions provide information for updating the long-range plan and annual planning/budgeting for FY 1979-80 (Planning Form II). . Forecast and Implications: assessment of external and internal factors and their implications for long-range planning (FY 1979-80 through FY 1983-84).	Oct. 24 - Nov. 10

Activity	Date
. Concerns and Issues: specific concerns and issues which should receive attention in the future (FY 1979-80 through FY 1983-84).	
. Planning Process: assessment of the effectiveness of planning system and methodology.	
. Planning Premises, FY 1979-80: institutional goals and objectives, external/internal influences, revisions to college policies.	
6. Prepare and distribute preliminary information for planning.	Nov. 6 - 17
. Major planning premises for FY 1979-80: (a) Institutional goals and objectives, including priorities and alternatives, related to programs, organization, personnel, facilities and finances. (b) External and environmental influences, e.g., geographical service area, economic trends, relationship with other educational institutions, marketing trends, etc. (c) Revisions to College policies affecting revenues and costs.	
. Preliminary institutional projections of enrollments, faculty/staff FTE's, and costs/revenues for FY 1979-80.	
7. Prepare Analysis of Compensation Report for the Board of Trustees and Faculty Salary and Benefits Committee.	Nov. 6 - Jan. 5
8. Department/division faculty and administrative staff review information for planning and recommend revisions if needed.	Nov. 20 - Dec. 8
9. Prepare final major planning premises and projections for FY 1979-80.	Dec. 4 - 15

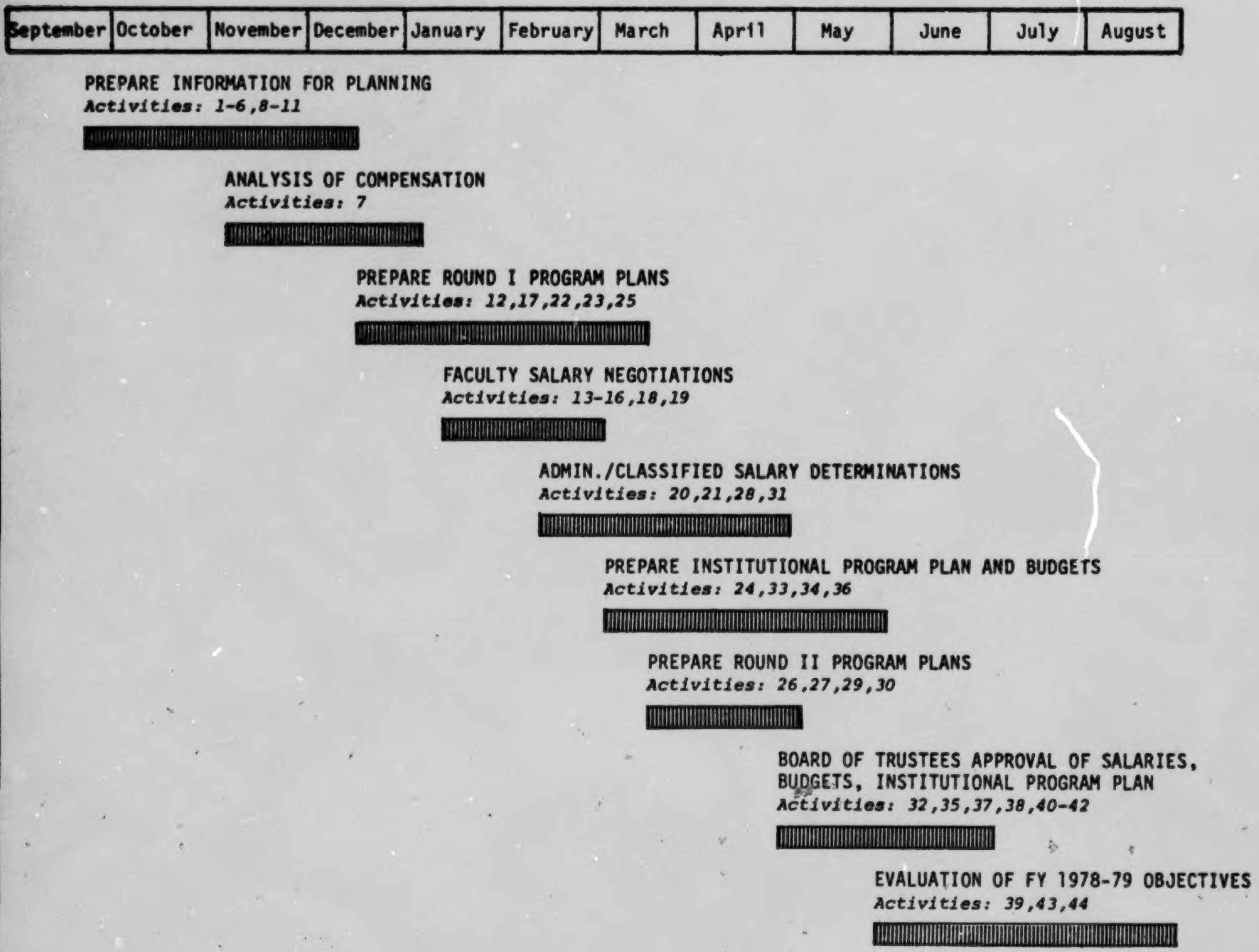
Activity	Date
10. Prepare preliminary budget forecast for FY 1979-80.	Dec. 4 - 15
11. Administrative staff meeting: review and distribute information for updating long-range planning/budgeting for FY 1979-80: . Major planning premises; final projections of enrollments, faculty/staff FTE's, costs/revenues for FY 1979-80. . Preliminary budget forecast for FY 1979-80. . Budget work papers for 1979-80.	Dec. 18
12. Based upon input from faculty and administrative staff, departments/divisions prepare program plans/budget requests for one and five-year periods (Planning Forms III and IV, and Budget Forms). . Objectives, priorities, activities, resources and budget requests for FY 1979-80. . Objectives for FY 1980-81 through FY 1983-84.	Dec. 18 - Feb. 2
13. Meeting with Faculty Salary and Benefits Committee to review Analysis of Compensation Report.	Jan. 15
14. Meeting with Board of Trustees to review Analysis of Compensation Report.	Jan. 18
15. Meeting #1 between Board of Trustees and Faculty Salary and Benefits Committee (presentation of proposals by Faculty Committee).	Jan. 25
16. Meeting #2 between Board of Trustees and Faculty Salary and Benefits Committee (presentation of offers by Board of Trustees).	Feb. 1
17. Deans review and critique department/division program plans/budget requests and formulate organizational unit program plan (Planning Form V).	Feb. 5 - March 2

Activity	Date
18. Meeting #3 between Board of Trustees and Faculty Salary and Benefits Committee (negotiate final settlement of salary package for 1979-81 biennium).	Feb. 8
19. Prepare faculty salary schedules based on negotiated salary agreement.	Feb. 12 - March 2
20. Review, revise and prepare current schedule of pay ranges for administrative and classified staff.	Feb. 12 - Feb. 23
21. Administrative Cabinet establishes general salary parameters for administrative and classified staff.	Feb. 26 - March 2
22. Deans forward FY 1979-80 budget requests (Round I) to Controller's Office.	March 5
23. Prepare operating and capital budgets (Round I) for FY 1979-80.	March 5 - 16
24. Administrative Cabinet begins review and critique of organizational unit program plans and preliminary development of institutional program plan.	March 5 - 16
25. Administrative staff meeting: review program plans and budget requests (Round I). . Organizational unit program plans for FY 1979-80. . Forecast operating and capital budgets for FY 1979-80. . Identify major issues, evaluate claims on resources, and consider alternatives and modifications.	March 19
26. Based upon input from faculty and administrative staff, departments/divisions prepare and submit program plans/budget requests (Round II) for FY 1979-80.	March 19 - 23
27. Deans review department/division and organizational unit budget requests (Round II) for FY 1979-80.	March 26 - April 13

Activity	Date
28. Conduct classified and administrative staff performance evaluations.	March 26 - April 13
29. Deans forward FY 1979-80 budget requests (Round II) to Controller's Office.	April 16 - 27
30. Prepare operating and capital budgets (Round II) for FY 1979-80.	April 16 - 27
31. Conduct salary sessions and prepare salary recommendations for administrative and classified staff for FY 1979-80.	April 16 - 27
32. Secure Board approval of faculty salary schedule for FY 1979-80.	April 26
33. Administrative Cabinet develops institutional program plan and long-range plan update.	April 30 - May 11
34. Administrative Cabinet review of final operating and capital budgets for FY 1979-80.	April 30 - May 11
35. Prepare and secure preliminary Board approval of proposed administrative and classified staff salary schedules for FY 1979-80.	April 30 - May 11
36. Prepare proposed FY 1979-80 Operating and Capital Appropriations Budgets with complete supporting documentation and final forecast.	May 14 - 23
37. Secure formal Board approval of classified and administrative staff salary schedules for FY 1979-80.	May 24
38. Present FY 1979-80 Institutional Program Plan, Operating and Capital Appropriations Budgets and Long-Range Plan Update to Board of Trustees for thirty day review and study.	May 24
39. Department/division faculty and administrative staff evaluate FY 1978-79 objectives: achievement, quality, means (Planning Form I).	May 28 - July 27

Activity	Date
40. Adopt FY 1979-80 Institutional Program Plan, Operating and Capital Appropriations Budgets and Long-Range Plan Update.	June 28
41. Prepare FY 1979-80 Institutional Program Plan, Operating and Capital Appropriations Budgets and Long-Range Plan Update for distribution to appropriate supervisors.	June 29 - July 6
42. Administrative staff meeting: review and distribute FY 1979-80 planning and budget information: . Institutional Program Plan for FY 1979-80. . Operating and Capital Budgets for FY 1979-80. . Long-Range Plan Update.	July 9
43. Deans review and critique department/division evaluations of FY 1978-79 objectives and prepare organizational unit evaluations.	July 30 - Aug. 10
44. Administrative Cabinet reviews organizational unit evaluations and prepares institutional evaluation summary for FY 1978-79	Aug. 13 - Aug. 31

LONG-RANGE PLANNING AND ANNUAL PLANNING/BUDGETING SCHEDULE FOR 1979-80



Lorain County Community College Calendar 1978-79

Fall Quarter

September 4*	Monday	Labor Day — Offices Closed
September 6	Wednesday	Last Day to Register Prior to the Beginning of Fall Classes
September 8	Friday	Faculty Orientation and Planning
		Proficiency Examinations will be Administered for Students Seeking Credit by Examination
September 11	Monday/8:00 a.m.	Classes Begin
September 11, 12	Monday, Tuesday	Late Registration and Drop/Add
September 15	Friday	Annual All College Picnic No Classes 12:00 to 4:00 p.m.
September 25	Monday	Registration for Winter Quarter Begins and Continues Through December 21
October 20	Friday	Mid-Term Deficiency Notices
November 3	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W"
		Last Day to Complete Removal of an Incomplete (I) from Spring and Summer Quarters, 1978
November 13*	Monday	Veterans Day — No Classes Offices Closed
November 23*, 24* 25, 26	Thursday, Friday Saturday, Sunday	Thanksgiving Vacation No Classes Offices Closed
November 30	Thursday	Fall Quarter Ends
December 1	Friday	Proficiency Examinations will be Administered to Students Seeking Credit by Examination
December 3	Sunday	Fall Quarter Ends for Weekend Classes
December 4	Monday/Noon	Grades Due

Winter Quarter

December 21	Thursday	Last Day to Register Prior to the Beginning of Winter Classes
December 25*, 26*	Monday, Tuesday	Christmas Vacation — Offices Closed
January 1*	Monday	New Year's Vacation — Offices Closed
January 2	Tuesday/8:00 a.m.	Classes Begin
January 2, 3	Tuesday, Wednesday	Late Registration and Drop/Add
January 15*	Monday	Martin Luther King Day — No Classes Offices Closed
January 16	Tuesday/8:00 a.m.	Classes Resume
		Registration for Spring Quarter Begins and Continues Through March 28
February 16*	Friday	President's Day — No Classes Offices Closed
February 23	Friday	Last Day to Complete Withdrawal From Classes with Approval and Receive a "W"
		Last Day to Complete Removal of an Incomplete (I) from Fall Quarter, 1978
March 16	Friday	Proficiency Examinations will be Administered for Students Seeking Credit by Examination
March 18	Sunday	Winter Quarter Ends for Weekend Classes
March 21	Wednesday	Winter Quarter Ends
March 22, 23	Thursday, Friday	Snow Days — As Needed
March 26	Monday/Noon	Grades Due

Spring Quarter

March 28	Wednesday	Last Day to Register Prior to the Beginning of Spring Classes
April 2	Monday/8:00 a.m.	Classes Begin
April 2, 3	Monday, Tuesday	Late Registration and Drop/Add
May 1	Tuesday	Start of Summer and Fall Registration
May 15	Tuesday/Noon	Honors and Awards Convocation
May 25	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W"
		Last Day to Complete Removal of an Incomplete (I) from Winter Quarter, 1979
May 28*	Monday	Memorial Day — No Classes Offices Closed
May 29	Tuesday/8:00 a.m.	Classes Resume
June 15	Friday	Spring Quarter Ends
June 17	Sunday	Spring Quarter Ends for Weekend Classes
June 18	Monday/Noon	Grades Due
June 21	Thursday	Commencement, 7:00 p.m.

Summer Quarter

First Term		
June 20	Wednesday	Last Day to Register Prior to the Beginning of the First Summer Term, 1979
June 25	Monday/7:00 a.m.	Classes Begin Late Registration and Drop/Add
July 4*	Wednesday	No Classes — Offices Closed
July 5	Thursday/7:00 a.m.	Classes Resume
July 20	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W"
July 27	Friday	First Summer Term Ends — Grades Due (4:00 p.m.)
Second Term		
July 25	Wednesday	Last Day to Register Prior to the Beginning of the Second Summer Term, 1979
July 30	Monday	Classes Begin Late Registration and Drop/Add
August 24	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W"
August 31	Friday	Second Summer Term Ends — Grades Due (4:00 p.m.)

1978 -79

SEPTEMBER

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1978-83 LONG-RANGE PLANNING OBJECTIVES

CHAPTER TWO: MISSION, PHILOSOPHY AND GOALS OF LCCC

		Organization Unit Responsibility*
1.	The College will review its philosophy and goals and develop criteria which can be used to assess how well the institution is fulfilling the commitments expressed therein.	*President* *1979-83*
2.	The College will develop strategies and programs for assessing the educational, cultural, and social needs of the community and for identifying precisely what the community expects from the College.	*President* *1978-79*
3.	The College will provide a broad range of educational programs designed to increase its responsiveness to the diverse needs, interests, and abilities of Lorain County residents.	*Instruction* *1978-79*
4.	The College will bring education to where the people are--offered at places and times that can best serve the people.	*Instruction* *1978-79**
5.	The College will keep its educational programs within the financial reach of the citizens of Lorain County.	*Business* *1978-79**
6.	The College will encourage non-degree seeking members of the community to enroll in courses on either a credit or audit basis.	*Student Services* *1978-79**
7.	The College will strengthen the relationships between the College and the community and will strive to improve the image of the College among all members of the community.	*President* *1978-79**
8.	The College will assume greater responsibility for a leadership role in providing cultural offerings within the community, facilitated by the completion of the Humanities/Fine Arts Center.	*President* *1979-83**
9.	The College will publicize developmental educational services to the off-campus community with special attention directed toward high school students with weak academic skills and training, and adults in need of developing basic skills.	*Student Services* *1979-83**
10.	The College will alert industry, business and social service agencies to the availability of in-service programs, seminars and workshops available on the campus or at the organization's site.	*Instruction* *1978-79**
11.	The College will begin to assume a more visible leadership role in community college education at the regional, state, and national level.	*Cabinet* *1978-79**

CHAPTER FOUR: COLLEGE PROGRAMS AND SERVICES

1.	The College will employ a variety of marketing strategies in efforts to recruit more students. Faculty, administrators, staff, students, and alumni will become more involved in recruiting students.	*Student Services* *1978-79**
2.	The College will develop an effective information base for program planning and evaluation. This will include such information as occupational forecasts, effectiveness of graduates on the job, career graduate placement trends, program demand by students, etc.	*President* *1978-79**
3.	The College will place increased emphasis on the open door/equal access concept of higher education, with stress upon ease of entry, return and acceptance. The College will continue to improve admission, registration, and fee payment procedures; various alternatives will be investigated including telephone registration and payment incentive plans. Emphasis will also be placed on scheduling classes, examinations, and so forth, at times convenient to students. Demand analysis and computer scheduling of classes will be considered as part of an effort to enable students to schedule classes in blocks of times compatible with their jobs and family responsibilities.	*Cabinet* *1979-83*

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*Recurring Objectives

	Organization Unit Responsibility*
4. The College will determine the most appropriate means for identifying the strengths and weaknesses of students, and will consider the establishment of a comprehensive assessment program. Such a program would not only provide information about what deficiencies students have but also about proficiencies that might exempt them from certain courses. It would also provide information concerning the viability of special programs and opportunities for superior students. A comprehensive assessment program would also help in determining whether certain courses or programs should have special requirements for enrollment.	*Student Services 1979-83*
5. The College will consider the establishment of a comprehensive orientation program for new students. Such a program would be ongoing throughout the year, allowing new students to sign up for an orientation group at a time of day or evening convenient to them. The students could be tested, provided with information about the services available at LCCC, and given tours of the College. Follow-up orientation could provide additional information as needs arise.	*Student Services 1978-79**
6. The College will conduct research on student learning and educational outcomes. Greater efforts will be made to identify the objectives and expectations of students as they enter the College and to conduct follow-up studies of those individuals who leave LCCC without a degree or certificate and those who transfer to four-year institutions. Follow-up studies of students enrolled one quarter but not the next will be undertaken to determine why they did not reenroll. Institutional research will also increase its focus on determining the extent to which students are meeting their educational goals.	*President 1979-83**
7. The College will offer widespread special educational and counseling assistance, including career planning, as an integral part of the total college program. Efforts will focus on the development of individual student accountability for educational goal-setting and learning achievement.	*Student Services 1978-79**
8. The College will take the initiative to expand contacts and improve communication with business, industry, government and social agencies to insure timeliness of offerings of the College's instructional program. The College will also assume an active leadership role among other educational agencies within the County and will develop cooperative programming to meet community needs.	*Instruction 1978-79*
9. The College will examine the structure and utilization of advisory committees as an effective planning resource to the institution. Guidelines which describe the role(s) and responsibilities of advisory committees will be developed.	*Instruction 1979-83*
10. The College will conduct follow-up studies on a regular basis, and will include long term follow-up. This will provide valuable information concerning the mobility of LCCC graduates, emerging career needs, etc. Obtaining input concerning entry level job requirements for graduates will provide additional feedback for courses and programs.	*President 1979-83**
11. The College will emphasize the need for developmental education services. Primary concerns relate to expanding student accessibility to placement testing, developing better testing instruments, conducting additional follow-up studies, and creating greater awareness of available services.	*Student Services 1978-79**
12a. The College will develop criteria and procedures to determine what new programs should be developed, what programs should be continued, and what programs should be phased out. College curriculum development will be reviewed and revised based on Ohio Board of Regents and State Department of Education standards. The possibility of programs and/or courses being phased out raises the issue of possible displacement of faculty, staff, and administrators.	*Instruction 1978-79*
12b. The college will formulate a retrenchment policy and procedure.	*Cabinet 1979-83*

	Organization Unit Responsibility*
13. The College will provide, through other institutions, upper division and graduate courses at a reasonable rate. LCCC will continue to cooperate with other institutions in planning and offering courses. A needs assessment survey will be undertaken to determine what upper division and graduate level programs are needed in Lorain County, who should offer them, and at what cost. The College should then take the steps necessary to actively encourage other institutions to offer programs identified through the needs assessment survey. LCCC should build in review mechanisms to insure that the College's primary energies continue to be directed toward fulfilling its mission and role as a community college.	*Instruction** *1978-79* *President* *1979-83*
14. The College will expand its network of off-campus learning sites. New delivery systems will be developed so that learners can progress at their own rate according to their competencies and lifestyles. The College will review and develop alternative methods for the management of off-campus instruction.	*Instruction* *1978-79**
15a. The College will develop appropriate evaluation systems in order to better assess the viability of programs in meeting specific objectives of the institution.	*Instruction* *1978-79*
15b. The College will collect data on educational program outcomes in order to provide a base for decision-making and effective planning. A plan will be developed to track students majoring in a specific program or having other defined educational objectives.	*President* *1979-83*
16. The College will develop new instructional strategies and alternative delivery systems to serve a larger percentage of the Lorain County population. Individualized options will be provided.	*Instruction* *1979-83*
17. The College will expand its recruitment and financial support program to reach those people for whom higher education has been inaccessible for personal or financial reasons. The computer-assisted financial aid information system will be expanded.	*Student Services* *1979-83*
18. The College will encourage increased student participation in social and cultural activities, for example, cultural events, student organizations, intercollegiate athletics, and similar activities. More information on College activities will be provided to community residents.	*Student Services* *1978-79**
19a. The College will provide better information to students, faculty, and the community concerning the transferability of credit. The College will publish a brochure which addresses transfer issues from the community college perspective, that is, which explains some of the more confusing elements such as course-for-course transfer, elective credit, and blanket transfer of credit. It is also recommended that master transfer guides be developed with each state four-year institution and brochures be published which specifically address the transfer of LCCC courses and programs to particular colleges or universities. The four-year institutions should be provided with descriptions of new LCCC programs and courses so that they might determine course equivalencies and transfer status.	*Student Services* *1979-83*
19b. The College will conduct, on a regular basis, follow-up studies designed to determine 1) how well LCCC graduates are prepared to undertake upper-division studies, 2) at what level they achieve after transfer (e.g., grade point average), and 3) what, if any, problems exist in the transfer process.	*President* *1979-83*
20. The College will expand one-plus-one and two-plus-two programs in conjunction with other institutions. LCCC has recognized these programs as being advantageous for some of its graduates and has worked to facilitate two-plus-two arrangements with four-year institutions. The two major issues appear to be 1) the transfer of general education courses, and 2) the development of a means for informing both current and prospective LCCC students of these opportunities.	*Instruction* *1979-80*

CHAPTER FOUR: COLLEGE PROGRAMS AND SERVICES (continued)

Organization
Unit Responsibility

It is recommended that present and future opportunities for one-plus-one and two-plus-two transfer be explored as LCCC career programs are planned and developed. It is also recommended that the College increase its cooperative efforts among community colleges in the region. There is also a need to explore the possibilities of interdivisional one-plus-one programs. Finally, LCCC brochures should include coverage of the two-plus-two transfer mobility pattern.

21. The College will, in preparation for the opening of the Humanities/Fine Arts Center, develop specific plans and programs for expanding its efforts to meet the cultural needs of the community.

Cabinet
1979-83

CHAPTER FIVE: ORGANIZATION AND PLANNING

1. The College will maintain and strengthen the decentralized organizational structure that delegates responsibility, authority, and accountability to the lowest possible level in order to maximize achievement of the College's goals and objectives.

Cabinet
*1978-79**

2. The Board of Trustees will become less involved in ongoing operations and more involved in long-range planning and policy matters.

President
*1978-79**

3. There will be greater involvement between the members of the Administrative Cabinet and the Board of Trustees.

President
*1978-79**

4. The College will establish and maintain sound line-to-line, line-to-staff, and staff-to-staff interrelationships that will support the effective implementation of the College's plan

Cabinet
*1978-79**

5. The College will keep the number of "layers" of administration at a minimum so that flexibility and responsiveness are maintained.

Cabinet
*1978-79**

6. The College will provide for better coordination of curriculum between full-time and part-time faculty. Some of the organizational options that will be considered include:

Instruction
1979-83

- appointing an administrative assistant or assistant chairperson for divisions that employ a large number of part-time faculty,
- assigning full-time faculty responsibility for coordinating part-time faculty in a given area; full-time faculty might be assigned this as part of their responsibilities or on an overload basis,
- reducing the number of part-time faculty by adding full-time positions; such positions might be permanent or on a temporary (non-tenure track) basis.

7. The College will refine decision-making processes and develop ways of speeding up the time involved. This should include the establishment of effective means for participatory contributions to decision-making processes of the College, e.g., the use of ad hoc problem solving teams, or more permanent groups, to investigate operational problems that cut across functional areas and to make appropriate recommendations.

President
*1978-79**

8. The College will investigate various alternatives for handling operational problems which are presently not being resolved effectively and/or efficiently. Recommendations for solutions would be reviewed by the Cabinet and accepted, amended or rejected and the disposition would be communicated to all pertinent parties. Some operational problems are presently not being properly resolved because of an apparent inability to cut across functional areas.

Cabinet
*1978-79**

9. The College will consider forming a standing Communications Committee which could develop new and better ways to communicate. Such a group could also examine over communication as well as under communication; in other words, it could take a close look at needs as well as means.

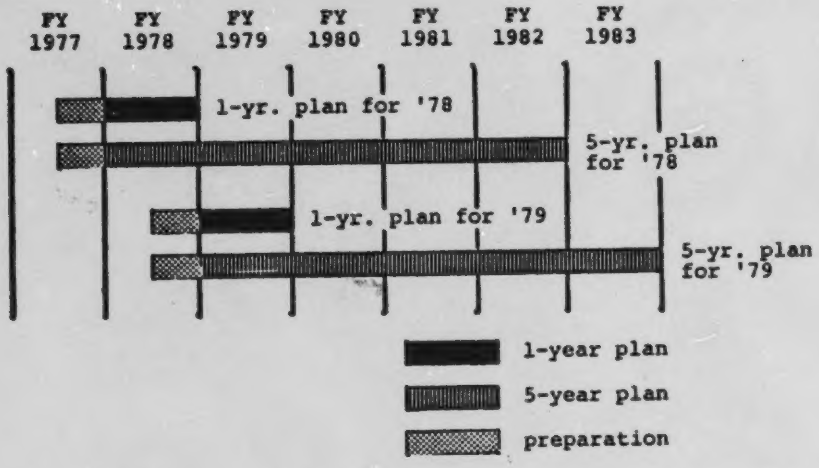
President
1979-83

10. The College will examine and propose effective staffing parameters for the future.

Cabinet
1979-83

11. The College will incorporate a one-year/five-year planning process. Two time periods are considered for the purpose of setting goals and planning for their implementation. A one-year plan provides the short-term strategy for College operations while a five-year plan sketches the long-term strategy. The one-year plan is based on forecasts for the relatively near future, which are normally more accurate than the forecasts for the five-year time period. Because of this uncertainty, the five-year plan is updated annually to extend an additional year. This process is illustrated below. The result is that the College is always operating according to a one-year plan, while preparing for the future according to a five-year plan.

Cabinet
1978-79



12. The College will develop a master schedule (Gant Chart) which details all ongoing programmed activities which occur regularly, are interdependent, concurrent, and independent and take place during a specified time period. This schedule will permit LCCC to examine all planning in the aggregate so that is can make the best use of an expansion of resources technique or more practically, an allocation of resources technique.

Cabinet
1979-83

13. The College will refine the present planning model, including procedures for identifying long-range aspirations and mechanisms for their achievement as well as the necessary specific short-range steps for implementation. The planning model will include the following elements:

Cabinet
*1978-79**

- A statement of mission/goals;
- The development of external and internal environmental forecasts and their implications;
- The identification of institutional resources and abilities information;
- The definition of specific objectives in order of priority;
- The development of alternative programs, along with accountabilities and schedules, to achieve objectives, in order of priority;
- A description of resource requirements;
- The development of procedures for implementation and evaluation;
- The development of contingency plans; and,
- A means for approval and action.

CHAPTER FIVE: ORGANIZATION AND PLANNING (continued)

		Organization Unit Responsibility*
14.	In order to provide for the implementation of the planning model, it will be the responsibility of the Administrative Cabinet to: . Ensure that preparation work for the plan takes place in appropriate time frames, . Ensure that the planning process model steps are performed in appropriate time frames, . Ensure that the total process is tied in with the budgetary cycle, . Ensure that primary contingencies have been considered and programmed, and, . Ensure that feedback mechanisms are developed so that changes can take place	*Cabinet* *1978-79**

CHAPTER SIX: HUMAN RESOURCES

1.	The College will emphasize the need for trained personnel to work with students individually and in groups so students can set realistic educational goals and determine how to reach those goals. Staffing patterns will be reexamined to insure that adequate coverage is provided at all times, including vacation periods, to meet the needs of students seeking help. The College will encourage all students to see a counselor, admissions officer or faculty member.	*Student Services* *1978-79*
2.	The College will investigate the use of paraprofessionals to better meet students' needs without increasing costs appreciably. Paraprofessionals could perform some of the tasks which support effective instruction and counseling. Paraprofessionals could also serve as assistants in recruiting, admitting, registering, and advising students.	*Student Services* *1979-83*
3a.	The College will maintain good employee morale through salaries, working conditions, equipment, and so forth.	*Cabinet* *1978-79**
3b.	The College will provide employees with comprehensive information concerning fringe benefits.	*Business* *1978-79*
4.	The College will continue its efforts to achieve a diverse, multiracial administration, faculty, staff, and student body. Training will be provided for screening committees on affirmative action and interviewing procedures.	*Cabinet* *1979-83*
5a.	The College will develop and publish a comprehensive set of personnel policies and procedures.	*Cabinet* *1979-83*
5b.	The College will develop procedures for more extensive formative and summative evaluation of part-time faculty.	*Instruction* *1979-83*
6.	The College will provide orientation, professional development programs, and in-service training opportunities for faculty, administrators and classified staff.	*Cabinet* *1978-79**
7.	The College will develop forms, procedure manuals and other materials to assist personnel in the execution of their responsibilities.	*Cabinet* *1979-83*
8.	The College will determine additional staffing requirements resulting from growth in programs or functions. Particular attention will be given to technical staff requirements as a result of the completion of the Humanities/Fine Arts Center.	*Cabinet* *1978-79**
9.	The College will ensure that proper back-up personnel are hired, trained, or designated so that transitions are smooth in the event of changes in personnel.	*Cabinet* *1978-79**

CHAPTER SEVEN: PHYSICAL RESOURCES

		Organization Unit Responsibility
1.	The College will continue to develop a network of off-campus educational delivery sites. This approach will enable the College to operate more economically and efficiently, and to make education more accessible by utilizing the many fine physical resources available in Lorain County.	*Instruction* *1978-79*
2.	The College will need to provide adequate funds to repair, maintain and replace equipment, and to evaluate and modify existing facilities to meet changing program needs.	*Business* *1978-79**
3.	The College will need to provide additional funds for preventive maintenance as buildings and facilities age. Funds will also be needed to eliminate deficiencies which may have developed over the years.	*Business* *1978-79**
4.	The College will continue to improve the means of accounting for the use of instructional equipment since it has become increasingly important to assign responsibility for the proper control of that equipment.	*Busienss* *1978-79*
5.	The College will develop a computerized data system for all aspects of physical plant maintenance and service, as well as for instructional equipment maintenance and replacement. Plans involving facilities will be documented and maintained on an up-to-date basis.	*Business* *1979-83*
6.	The College will continue to monitor and evaluate campus-wide use of energy. The lessons of the coal strike of 1978 can be applied so that energy and cost reductions are maintained. The College will need, however, to provide funds, to renovate utilities and to remodel and modify facilities if it is to achieve long-term savings in energy and operating costs.	*Business* *1978-79**
7.	The College will determine whether the present system of staffing the physical plant is adequate for meeting future needs. As LCCC moves toward an operational schedule that utilizes facilities more hours during the day, and more days during the week, the College will need to provide for additional security, maintenance, and routine custodial services.	*Business* *1979-83*
8.	The College will examine changing space requirements for various programs, especially in view of the fact that the College's greatest growth potential seems to be in the area of community education. Existing scheduling and utilization problems will be somewhat alleviated with the addition of the Humanities/Fine Arts Center; however, greater expertise in space utilization and assignment of rooms must be developed. The College will investigate innovative curriculum delivery approaches as one means for helping to solve scheduling and utilization problems. And, the College's present "priority room utilization system" will be evaluated to determine whether it results in the most efficient utilization of present facilties.	*Instruction* *1979-83**
9.	The College will monitor the potential need for additional laboratory facilities resulting from changing enrollments and new programs. Laboratory space, while adequate at present, may become a problem in the future.	*Instruction* *1979-83**
10.	The College will provide a means for seeking input from campus personnel concerning all aspects of the design, use, and maintenance of College facilities.	*Cabinet* *1978-79**

CHAPTER EIGHT: FINANCIAL RESOURCES

1.	The College will develop specific plans for ensuring sufficient College funding for the next five years.	*Business* *1978-79**
2.	The College will assess the need for future levies and determine appropriate strategies.	*Cabinet* *1979-83*

CHAPTER EIGHT: FINANCIAL RESOURCES (continued)

		Organization Unit Responsibility*
3.	The College will develop other sources of funds, e.g., government, industry, foundations, etc.	*Cabinet 1979-83*
4.	The College will develop and implement a comprehensive cost analysis model which provides data for better decision-making, control and resource allocation. The model will identify various components of the College's costs, including direct and indirect costs, fixed and variable costs, controllable costs, incremental costs, etc., and will identify costs by program.	*Instruction 1978-79* *Business 1979-83*
5.	The College will implement plans for flexible budgeting which will allow for budget shifts to accommodate departmental or functional variations.	*Business 1979-83*
6.	The College will improve the budget information and planning process which provides for continuous management monitoring and evaluation.	*President 1978-79* *Business 1979-83*
7.	The College will develop and implement a system to evaluate costs in light of goals and objectives as well as outcomes (cost-benefit analysis).	*Cabinet 1979-83*
8.	The College will examine the revenues and expenditures for auxiliary enterprises (food service, bookstore, parking, data processing services for external agencies, etc.). Current revenues for these enterprises are $1.2 million and are no longer a minor consideration in overall planning.	*Business 1979-83*

CHAPTER NINE: LONG-RANGE PLAN EVALUATION AND IMPLEMENTATION

1.	The College will continue to annually conduct a follow-up study of all of its graduates of the previous year in an effort to assess the immediate effectiveness of the educational program.	*Student Services 1978-79**
2.	The College will begin a program to follow-up on graduates three years after graduation. Results of these studies will be published and made available to the public.	*Student Services 1979-83** *President 1979-83**
3.	The College will develop and implement plans for a community needs survey to ensure that its educational programs and goals are relevant to the needs of the community. The results of the survey will be used in developing operational plans and in making adjustments to the College's long-range goals.	*President 1978-79**
4.	The College will assess each program area in the College on an annual basis through the development and evaluation of operational plans.	*Cabinet 1978-79**
5.	The College will implement plans to provide a cost-benefit analysis of programs to assess the viability of each program in terms of the goals and objectives of the institution and the efficient and effective use of resources.	*Cabinet 1979-83*
6.	The College will periodically attempt to begin with a zero-based operation as though no programs or operating units within the College previously existed. This will allow the College to reassess its purposes and eliminate programs for which no justification can be made.	*Business 1979-83*
7.	The College will periodically conduct a thorough internal evaluation of its instructional systems and programs, operational plans, organizational structure, and management philosophies and techniques in an effort to provide a more effective educational institution.	*Cabinet 1979-83**
8.	The College will periodically assess the community's awareness of the institution's programs and plans. The continues support of the community is vital to meeting the current and future educational needs of the County.	*President 1979-83**

1978-83 LONG-RANGE PLANNING OBJECTIVES

LONG-RANGE PLAN CHAPTER	YEAR	ORGANIZATIONAL UNIT RESPONSIBILITY				
		CABINET	PRESIDENT	INSTRUCTION	STUDENT SERVICES	BUSINESS SERVICES
II	1978-79	11*	2,7*	3,4*,10*	6*	5*
	1979-83	--	1,8*	--	9*	--
IV	1978-79	--	2*	8,12A,13*,14*,15A	1*,5*,7*,11*,18*	--
	1979-83	3,12B,21	6*,10*,13,15B,19B	9,16,20	4,17,19A	--
V	1978-79	1*,4*,5*,8*,11,13*,14*	2*,3*,7*	--	--	--
	1979-83	10,12	9	6	--	--
VI	1978-79	3A*,6*,8*,9*	--	--	1	3B
	1979-83	4,5A,7	--	5B	2	--
VII	1978-79	10*	--	1	--	2*,3*,4,6*
	1979-83	--	--	8*,9*	--	5,7
VIII	1978-79	--	6	4	--	1*
	1979-83	2,3,7	--	--	--	4,5,6,8
IX	1978-79	4*	3*	--	1*	--
	1979-83	5,7*	2*,8*	--	2*	6

*RECURRING OBJECTIVE

PLANNING FORMS FOR FISCAL YEAR 1979-80

PLANNING FORM I: EVALUATION OF PROGRAM OBJECTIVES AND ACTIVITIES FOR ______

DEPARTMENT/DIVISION ______________________________ PAGE ______ OF ______

COMPLETED BY ______________________________ DATE ______________

PROGRAM OBJECTIVE	PRIORITY	OBJECTIVE MODIFICATION	MAJOR ACTIVITIES	RESOURCES UTILIZED	EFFECTIVENESS OF ACTIVITIES AND UTILIZATION OF RESOURCES	DEGREE AND QUALITY OF ATTAINMENT

(SEE DEFINITIONS ON REVERSE SIDE)

DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/ DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

D. REQUIRES CLOSER COORDINATION, GREATER COOPERATION, AND MUTUAL PROBLEM-SOLVING AMONG THE VARIOUS DEPARTMENTS/ DIVISIONS, ORGANIZATIONAL UNITS, AND/OR THE COMMUNITY.

E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

PLANNING FORM II: LONG-RANGE PLANNING UPDATE

DEPARTMENT/DIVISION ______________________________ PAGE ______ OF ______

COMPLETED BY ______________________________ DATE ______________

FORECASTS AND IMPLICATIONS: PROVIDE YOUR ASSESSMENT (FORECASTS) OF RELEVANT ASPECTS OF THE FUTURE EXTERNAL ENVIRONMENT FOR THE PERIOD 1978-83 THAT WILL AFFECT NEEDS TO BE MET AND THE COLLEGE'S ABILITY TO MEET THEM. ALSO, PROVIDE YOUR ASSESSMENT (FORECASTS) OF RELEVANT INTERNAL (TO THE COLLEGE) FACTORS THAT WILL ENHANCE OR CONSTRAIN OUR ABILITY TO MEET NEEDS. FINALLY, THE IMPLICATIONS OF THESE FORECASTS AS THEY AFFECT OUR MISSION AND GOALS AS WELL AS OUR CHOICE OF OBJECTIVES AND OUR ABILITY TO MEET THE OBJECTIVES SHOULD BE STATED.

CONCERNS AND ISSUES: LIST SPECIFIC CONCERNS, AREAS WHICH REQUIRE STRENGTHENING, AND ISSUES WHICH MUST RECEIVE ATTENTION IN THE FUTURE.

(OVER)

PLANNING PROCESS: PROVIDE YOUR ASSESSMENT OF THE EFFECTIVENESS OF THE PLANNING SYSTEM, INCLUDING WHETHER THE COLLEGE'S OBJECTIVES HAVE BEEN ADEQUATELY TRANSLATED INTO UNDERSTANDABLE STATEMENTS OF DIVISION/DEPARTMENT RESPONSIBILITIES; WHETHER THE DIVISION/DEPARTMENTS HAVE IDENTIFIED AND DOVETAILED THOSE ACTIVITIES THAT MUST BE CARRIED OUT IN HARMONY WITH OTHER SEGMENTS OF THE COLLEGE; AND WHETHER APPROPRIATE RESOURCES (BOTH HUMAN AND FISCAL) HAVE BEEN ALLOCATED TO PERMIT THE DIVISIONS/DEPARTMENTS TO CARRY OUT THE ACTIVITIES ESSENTIAL FOR THE ACHIEVEMENT OF OBJECTIVES. INCLUDE ANY OTHER COMMENTS, CRITICISMS, OR SUGGESTIONS FOR IMPROVING THE PLANNING SYSTEM.

PLANNING PREMISES, FY 1979-80: IDENTIFY INSTITUTIONAL GOALS AND OBJECTIVES THAT YOU THINK SHOULD BE ADOPTED FOR FY 1979-80, INCLUDING PRIORITIES AND ALTERNATIVES RELATED TO PROGRAMS, ORGANIZATION, PERSONNEL, FACILITIES, AND FINANCES. IDENTIFY EXTERNAL AND ENVIRONMENTAL INFLUENCES, E.G., GEOGRAPHICAL SERVICE AREAS, ECONOMIC TRENDS, RELATIONSHIPS WITH OTHER INSTITUTIONS, MARKETING TRENDS, ETC. ALSO, IDENTIFY ANY REVISIONS THAT YOU THINK SHOULD BE MADE IN COLLEGE POLICIES THAT WILL AFFECT REVENUES AND/OR COSTS.

PLANNING FORM III: PROGRAM OBJECTIVES AND PLANNED ACTIVITIES FOR ________

DEPARTMENT/DIVISION ______________________________ PAGE ________ OF ________

COMPLETED BY ______________________________ DATE ________________

PROGRAM OBJECTIVES ARE TO BE LISTED IN PRIORITY ORDER FOR 1979-80

YEAR	PRIORITY	PROGRAM OBJECTIVE	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY	RESOURCES REQUIRED	IMPLEMENTATION CODE

(SEE DEFINITIONS ON REVERSE SIDE)

DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/ DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

D. REQUIRES CLOSER COORDINATION, GREATER COOPERATION, AND MUTUAL PROBLEM-SOLVING AMONG THE VARIOUS DEPARTMENTS/ DIVISIONS, ORGANIZATIONAL UNITS, AND/OR THE COMMUNITY.

E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

PLANNING FORM IV: ADDITIONAL INFORMATION IN SUPPORT OF PROGRAM OBJECTIVES AND PLANNED ACTIVITIES FOR ________

DEPARTMENT/DIVISION ______________________________ PAGE _____ OF ________

COMPLETED BY ______________________________ DATE ________________

ADDITIONAL ASPECTS OF EACH PROGRAM OBJECTIVE LISTED ON PLANNING FORM III SHOULD BE DESCRIBED, INCLUDING RELATIONSHIP TO COLLEGE GOALS, CRITERIA FOR EVALUATION, TIME REQUIRED FOR IMPLEMENTATION, AND SPECIFIC RESOURCES AND BUDGETS REQUIRED.

YEAR	PROGRAM OBJECTIVE	PLANNED ACTIVITIES

(SEE DEFINITIONS ON REVERSE SIDE)

DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/ DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

D. REQUIRES CLOSER COORDINATION, GREATER COOPERATION, AND MUTUAL PROBLEM-SOLVING AMONG THE VARIOUS DEPARTMENTS/ DIVISIONS, ORGANIZATIONAL UNITS, AND/OR THE COMMUNITY.

E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

PLANNING FORM V: ORGANIZATIONAL UNIT PROGRAM OBJECTIVES, PLANNED ACTIVITIES, AND RATIONALE FOR ________

ORGANIZATIONAL UNIT ______________________________ PAGE ______ OF ______

COMPLETED BY ______________________________ DATE ______________

PROGRAM OBJECTIVES ARE TO BE LISTED IN PRIORITY ORDER FOR 1979-80

YEAR	PLANNING UNIT PRIORITY	ORGANIZATIONAL UNIT PRIORITY	PROGRAM OBJECTIVE	MAINTENANCE, IMPROVEMENT, NEW, OR REDUCTION OR DELETION	RELATION TO COLLEGE'S LONG-RANGE PLAN	RELATION TO ORGANIZATIONAL UNIT'S GOALS AND OBJECTIVES	SUPPORTIVE INFORMATION	PLANNED ACTIVITY	RESOURCES REQUIRED	IMPLEMENTATION CODE

(SEE DEFINITIONS ON REVERSE SIDE)

DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/ DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

D. REQUIRES CLOSER COORDINATION, GREATER COOPERATION, AND MUTUAL PROBLEM-SOLVING AMONG THE VARIOUS DEPARTMENTS/ DIVISIONS, ORGANIZATIONAL UNITS, AND/OR THE COMMUNITY.

E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

APPENDIX IV

Excerpts from
Long-Range Plan, FY1980-84: Information for Planning: Forecasts and Implications, Planning Premises; Concerns and Issues

LONG-RANGE PLANNING, FY1980-84

Information for Planning

This document contains pertinent forecasts of external and internal factors that are likely to have an impact on LCCC's educational and support programs over the period FY1980-84. In addition, planning premises for FY1980 as well as concerns and issues are presented. Forecasting is an inexact science and unforeseen circumstances may alter the predicted future environment of the College. However, if LCCC is to plan adequately for its future, it must have some indication of the most likely environment in which it will operate. The information contained in this document is based primarily on input provided through Planning Form II.

LCCC FORECASTS AND IMPLICATIONS FY1980-84

Long-Range Population Trends

The increasing size and the changing composition of the population served by LCCC (primarily Lorain County) can be expected to have an impact on the educational programs and services designed to serve that population. The growth of Lorain County is projected to continue to increase at a rate of more than 2 percent per year, primarily as a result of the in-migration of people, particularly from nearby Cuyahoga County. The most notable feature of the composition of this population will be the increase in the number of persons between the ages of 20-45. The number of resident live births in the County has decreased since 1960; this has resulted in a decrease in the number of 18-21 year olds in the population. Although the total population continues to increase, there are large variations in growth rates among areas of the County and the population growth has begun to shift to suburban areas.

Implications for LCCC

- The College should continue its planning for serving an older student population.
- The demand for continuing education and lifelong learning programs that serve the needs of a generally older population will increase.
- There will be an increase in the proportion of students enrolled in evening programs, programs designed for part-time students, and programs that emphasize improving career skills as distinguished from traditional university-parallel programs.
- Increased emphasis should be placed on recruiting students from groups currently underrepresented.
- The College should investigate the possibilities for increasing utilization of off-campus sites in order to reach individuals in outlying areas.

Enrollment Trends

Nationally, enrollments in community colleges are expected to increase at a lower rate than in the past decade. Continuing the trends of the past three years, LCCC's headcount enrollment is expected to grow but FTE enrollment is expected to remain stable. The Ohio Board of Regents, in its January 1978 report, *Forecasts of High School Graduates, Primary and Secondary Enrollments*, forecast a peak in the number of Lorain County high school graduates in 1978-79. For the period 1978-83, the number of high school graduates in the County is expected to decline by 17.5 percent or from 4,218 to 3,481. Both nationally and locally, a decline is also projected in the numbers of "traditional" entering students, i.e., recent high school graduates.

PLANNING PREMISES, FY1979-80

Enrollments

- Planning for credit courses for FY1979-80 should be based on a projected fall headcount of 5,805 and 3,250 FTE students.
- Planning for noncredit programs for FY1979-80 should be based on a projected fall headcount of 2,600 and 228 FTE students.
- Planning for FY1979-80 should take into account some increase in student enrollment from Cuyahoga County because of the I-90 completion, and further expansion of programs in Medina County.
- Planning for FY1979-80 should include further enhancements to the existing on-line financial aid system.
- Planning for FY1979-80 should include implementation of a needs assessment study aimed at identifying and increasing enrollments of selected target groups.
- Planning for FY1979-80 should include more intensive marketing strategies aimed at specific target groups (women, etc.).
- Planning for FY1979-80 should include the revision of student registration materials, promotional materials (catalog, schedule of classes, curriculum brochures, A-V materials, etc.) and student forms (application, class registration, etc.).
- Planning for FY1979-80 should include investigation of telephone registration.
- Planning for FY1979-80 should continue to emphasize the scheduling of classes to meet specific needs of evening and part-time students.

College Programs and Services

- Planning for FY1979-80 should anticipate an increase in certain categories of students (women, senior citizens) and the need to develop programs to meet their unique needs (specialized orientation, counseling, etc.).
- Planning for FY1979-80 should include an expansion of non-traditional educational programming: IET modular program, TV courses, courses by newspaper, off-campus courses, weekend classes, credit-in-escrow, etc.

CONCERNS AND ISSUES

Enrollment

- Recruit students
- Programs and services for women, e.g., child care, etc.
- Conduct attrition, retention, and graduate follow-up studies
- Analyze changing enrollment mix
- Coordinate information for prospective students and visitors (admissions, financial aid, information booth, etc.)
- More communication with high school counselors
- Simplify and coordinate registration, fee payment, billing, parking, financial aid, student I.D. procedures
- Develop new college publications and displays to attract students
- Recruit academically talented students
- Educate and train faculty to better deal with older students
- Expand off-campus offerings
- Develop LCCC as a cultural center in the community
- Expand and/or modify counseling and advising services for new students, (e.g., women, older students, handicapped, etc.)
- Increase efforts to attract students into certain programs
- Recruit "new" sources of enrollments
- Examine the scheduling of classes as a method of attracting students

Programs and Services

- Develop shorter paraprofessional programs to meet societal changes
- Develop new fine arts programs and courses to serve students and the community
- Coordinate scheduling and course content among divisions

FY 1979-84 LONG-RANGE PLANNING OBJECTIVES

Long-Range Plan Chapter	Year	ORGANIZATIONAL UNIT RESPONSIBILITY				
		Cabinet	President	Instruction	Student Services	Business Services
II	1978-79	11*	2,* 7*	4,* 10*	6*	5*
	1979-80	—	8*	3	9*	—
	1980-84	—	1	—	—	—
IV	1978-79	—	2*	8, 12A, 14*	1,* 5,* 7,* 11,* 17, 18*	—
	1979-80	3, 21	6,* 10,* 15B	9, 13,* 15A, 16, 20	4, 19A	—
	1980-84	12B	13, 19B	—	—	—
V	1978-79	1,* 4,* 5,* 8,* 11, 13,* 14*	2,* 3,* 7*	—	—	—
	1979-80	—	—	—	—	—
	1980-84	10, 12	9	6	—	—
VI	1978-79	3A,* 6,* 8,* 9,*	—	—	1	3B
	1979-80	4, 5A, 7	—	5B	—	—
	1980-84	—	—	—	2	—
VII	1978-79	10*	—	1, 8,* 9*	—	2,* 3,* 4, 6*
	1979-80	—	—	—	—	7
	1980-84	—	—	—	—	5
VIII	1978-79	—	6	—	—	1,* 8*
	1979-80	7	3*	4*	—	6
	1980-84	2	—	—	—	4, 5
IX	1978-79	4*	2,* 3*	—	1,* 2*	—
	1979-80	5	—	—	—	—
	1980-84	7*	8*	—	—	6

*Recurring Objective

LORAIN COUNTY COMMUNITY COLLEGE
STUDENT ENROLLMENT AND FISCAL PROJECTION SUMMARY, 1977-78 THROUGH 1983-84

	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Student Enrollments							
Fall Full-Time Equivalent	3,263	3,251	3,250	3,230	3,235	3,330	3,350
Subsidy Full-Time Equivalent	3,272	3,238	3,250	3,230	3,335	3,230	3,340
Fall Headcount	5,494	5,634	5,805	5,985	6,220	6,455	6,695
Income (000's)							
State Subsidy	$3,630	$3,932	$4,224	$4,676	$5,011	$5,352	$ 5,922
State Department of Education	230	150	150	150	150	150	150
Student Fees	1,466	1,497	1,516	1,504	1,506	1,504	1,555
County Levy	1,163	1,234	1,250	1,400	1,500	1,600	1,700
Other	349	326	326	340	355	370	385
Total Available Income	6,838	7,139	7,466	8,070	8,522	8,976	9,712
Expenditures							
Compensation	$5,067	$5,368	$5,744	$6,146	$6,576	$7,036	$ 7,528
Non-Compensation	1,601	1,732	1,897	2,077	2,274	2,490	2,727
Total Expenditures	6,668	7,100	7,641	8,223	8,850	9,526	10,255
Excess (Deficit) Income over Expenditures (000's)	$ 170	$ 39	$ (175)	$ (153)	$ (328)	$ (550)	(543)
Cumulative Excess (Deficit) Income over Expenditures (000's)	$ 170	$ 209	$ 34	$ (119)	$ (447)	$ (997)	$ (1,540)

LORAIN COUNTY COMMUNITY COLLEGE
INCOME AND EXPENDITURE PROJECTIONS, 1977-78 THROUGH 1983-84

Assumptions

Student Enrollment

- The fall headcount/1000 population ratio, currently at 19.8 is expected to increase at the rate of 0.3/year.
- The fall FTE/headcount ratio, currently at .58, is expected to decrease to .50.
- Summer FTE is projected at 230 FTE (2 terms); Winter FTE is projected at 90 percent of Fall FTE; Spring FTE is projected at 92 percent of Winter FTE.
- FTE by residency is projected at .875 (in-county), .115 (out-of-county), and .01 (out-of-state).
- Subsidy FTE is projected at approximately 93 percent of the Summer plus Fall FTE.

Income

- Student tuition rates are projected to remain at the current rates of $10, $14, and $19, for in-county, out-of-county, and out-of-state students, respectively.
- State subsidy projections are based on an estimated $1,214/subsidy FTE for 1978-79. State subsidy for 1979-80 and 1980-81 are based on the rate structure in the Ohio Board of Regents recommended 1979-81 Higher Education Budget. Beyond this, state subsidy is projected to increase by approximately seven percent annually. The distribution of FTE, by program level, is projected to remain constant. State aid, projected on this basis, will increase to approximately 58 percent of current operating costs by 1983-84.
- Local tax appropriations are expected to continue to provide 16–17 percent of total operating costs.
- State Department of Education grants are projected at $150,000 per year.
- Other income is projected to increase annually at a rate of four to five percent.

Expenditures

- Instructional and general expenditures are forecasted at $7,100,000 or $2,047/FTE (Summer plus Fall) for 1978-79. Expenditure projections were made by applying an annual increase of seven percent for compensation items, and a nine and one-half percent increase to non-compensation items as assumed by the Ohio Board of Regents in the Biennial Budget Request, 1979-81.

LORAIN COUNTY COMMUNITY COLLEGE
INCOME AND EXPENDITURE PROJECTIONS, 1977-78 THROUGH 1983-84

Assumptions

A. State Subsidy

Year	Subsidy FTE	Average Subsidy Rate Per FTE	Projected Subsidy ($000's)
1977-78	3,272	$1,109	3,630
1978-79	3,238	1,214	3,392
1979-80	3,250	1,300	4,224
1980-81	3,230	1,148	4,676
1981-82	3,235	1,549	5,011
1982-83	3,230	1,657	5,352
1983-84	3,340	1,773	5,922

B. Student Fees

Year	Student Credit Hours	Effective Rate Per Student Credit Hour	Projected Fee Income ($000's)
1977-78	139,756	$10.49	1,466
1978-79	141,750	10.55	1,497
1979-80	143,475	10.55	1,516
1980-81	142,515	10.55	1,504
1981-82	142,725	10.55	1,506
1982-83	142,515	10.55	1,504
1983-84	147,435	10.55	1,555

C. Expenditures

Year	Summer &Fall FTE	Average Expenditures Per FTE	Projected Expenditures ($000's)
1977-78	3,428	$1,945	6,668
1978-79	3,469	2,047	7,100
1979-80	3,480	2,196	7,641
1980-81	3,460	2,377	8,223
1981-82	3,465	2,554	8,850
1982-83	3,460	2,753	9,526
1983-84	3,580	2,864	10,255

APPENDIX V

Excerpts from
Long-Range Plan, FY1980-84
Program Objectives and Activities, July 1979

Lorain County Community College
Elyria, Ohio

LONG-RANGE PLAN
FY 1980-84

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Long-Range Planning Objectives, FY 1979-80

Priority 1

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN[4]	PLANNED ACTIVITY
Business Services	Dean of Business Affairs, Controller, Purchasing	LRP VIII-6	Complete implementation of Financial Accounting System (FAS); incorporate FAS into budget process; develop and implement computerized purchase ordering system
Capital Equipment	Purchasing	LRP VII-2	Purchase and install new and replacement equipment; install new telephone switchboard equipment
Career Development	Counseling	LRP IV-7	Incorporate OCIS into career development program; develop training program for counselors; develop promotional materials to inform students, faculty, etc.
Community Needs	College Relations, Data Processing Services, Institutional Planning & Research	LRP II-2 LRP IV-2 LRP IX-3	Conduct needs assessment surveys and market analysis
Cultural Leadership	College Relations, President, Stocker H & FA Center	LRP II-8 LRP IV-21 LRP VI-8	Develop plans for the opening of the Stocker H & FA Center; provide funding for grand opening activities
Energy Conservation	Controller, Physical Plant	LRP VII-6	Complete and evaluate results of maxi-audit; research other energy conservation measures; analyze energy consumption and costs
Financial Planning	Controller, Dean of Business Affairs, President Purchasing	LRP II-5 LRP VIII-1 LRP VII-3 LRP VIII-4 LRP VIII-8	Conduct a comprehensive analysis of income and expenditures; revise and update financial plans; conduct financial review of auxiliary enterprises; assist in refining cost modeling procedures
Instructional Strategies and Delivery Systems	Instructional Services	LRP II-3 LRP II-4 LRP IV-3 LRP IV-14 LRP IV-16 LRP VII-1	Expand and develop new instructional strategies and alternative delivery systems; develop procedures for off-campus programs; develop off-campus site location(s)
Management Information and Analysis	Data Processing Services, Institutional Planning & Research, Instructional Services	LRP VIII-4 LRP VIII-6 LRP VIII-7 LRP IX-5	Implement cost modeling procedures and other analytical tools; examine increasing student costs for textbooks and instructional supplies; examine the need for re-instituting lab fees
Personnel Policy and Procedures	Instructional Services	LRP V-6 LRP V-8 LRP V-10 LRP VI-8	Develop policies, procedures and staffing to provide for closer coordination between full-time and part-time faculty and between programs; investigate additional staffing requirements resulting from growth in programs or functions; rewrite job description for Coordinator of Apprenticeship Training; develop proposal to permit full-time faculty to teach Community Education courses as part of regular load
Program/ Curriculum Review and Evaluation	Data Processing Services, Institutional Planning & Research, Instructional Services	LRP IV-2 LRP IV-9 LRP IV-12a LRP IV-15a	Review policy and procedures for credit/placement by examination; review and adopt college-wide program review and evaluation policies and procedures; prepare OBOR 5-year technical program review; develop graduate and employer follow-up surveys; review and evaluate existing programs; conduct study of HPER/athletic program; review and update course syllabi and incorporate changes; develop curriculum guides for preprofessional programs; secure accreditation of MLT program; establish advisory committees for apprenticeship training and EMS programs; implement system to evaluate DWI program objectives

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[4] Refers to 1979-84 Long-Range Planning Objectives included as Appendix D.

LONG-RANGE PLANNING OBJECTIVES, FY 1979-80

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Program Development	Developmental Education, Instructional Services	LRP II-2 LRP II-3 LRP II-9 LRP IV-11 LRP IV-13 LRP IV-16 LRP IV-20 LRP IV-21 LRP VIII-3	Develop specific curriculum as a result of opening of Stocker H & FA Center; assist in development of arts image: expand one-plus-one and two-plus-two programs; develop and implement interdisciplinary and special topic course offerings; develop Associate Degree in Technical Studies; transfer some student co-curricular programs to Division of Language and Humanities; explore potential community forum series; implement revised curriculum; examine need for new programs; help establish Ohio Community College Athletic Association; investigate need to expand upper division and graduate courses in cooperation with other institutions; develop and implement two new apprenticeship training packages; expand community education programs aimed at area professionals and other individuals; prepare and submit grant applications for funding of new programs; implement Title I Senior Solution program; develop and implement Community Education seminar series; develop DVED basic algebra modules; develop DVED variable credit/continuous enrollment writing course; develop DVED speech course; develop comprehensive plan for publicizing DVED programs; expand student accessibility to placement testing
Staff Development	Admissions Security	LRP VI-3a LRP VI-6	Develop and administer questionnaire to assess image of security; provide in-service training for security personnel; provide workshops on career counseling for women, handicap awareness, etc.; have admissions personnel attend divisional meetings and classes to learn about divisional programs
Student Activities	Student Activities	LRP IV-18 LRP IV-21 LRP VI-3a	Expand promotional activities to increase participation in social, athletic, and cultural activities; transfer some co-curricular activities to Division of Language and Humanities; revise salaries for activity directors
Student Enrollment/ Marketing	Admissions, College Relations, Controller, Financial Aid, Instructional Services	LRP II-3 LRP II-5 LRP II-6 LRP IV-1 LRP IV-3 LRP IV-8 LRP IV-16 LRP IV-17	Review fee payment procedures, void dates, refund policy, deferrments, etc.; participate in marketing committee activities; expand community outreach programs; develop promotional materials, displays, demonstrations; increase participation of college personnel in recruitment activities; provide in-service training for classified staff; increase recruitment activities aimed at specific target groups: area newcomers, out-of-county students, women, high school students, minority students, student athletes, low income groups, unemployed, and industrial/business/labor; participate in University of Toledo/LCCC and CETA Bilingual/Bicultural teacher education program; maintain veteran enrollment; establish on-campus career information workshops utilizing faculty, county resource people, and other resources in the county; expand credit-in-escrow program and promote offerings; increase utilization of financial aid programs to attract new students; expand contacts with high school faculty, business, industry and social service agencies; develop promotional materials describing availability of college programs; sponsor information sessions with business/industry training directors; develop and expand the use of advisory committees; review needs assessment data, develop new orientation programs; increase college visibility by increasing public use of college facilities; develop videotape "LCCC Story"; review scheduling of classes, exams, etc.; investigate demand analysis as a basis for scheduling of classes; develop policy and procedures for awarding of CEU's; develop and implement "Back-to-School" seminar series; publish quarterly calendar of community education women's programs; expand transfer agreements with four year schools; investigate implementation of placement testing program
Student Retention	Admissions	LRP IV-6	Assist in development and implementation of attrition and retention studies; conduct mini career workshops for current students

Priority 2

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Academic Advising	Counseling	LRP IV-7	Develop workshop/mini course "Do You Want To Go To College?" for various target groups; expand academic advising program; revise advising handbook
Business Services	Controller	LRP V-1 LRP V-8 LRP VI-7	Reorganize bursar function in conjunction with new staff accountant; revise and streamline Business Office procedures; revise forms and document bursar/payroll functions
Computer Systems and Programming	Data Processing Services	LRP VI-7 LRP VII-2	Provide systems design and computer programming support for college departments based upon resource allocations and priorities; rewrite payroll system for Boards of Education; investigate long-term replacement of IBM 360/40 computer system
Facilities Planning	Instructional Services	LRP VII-8 LRP VII-9	Develop plans for remodeling of BH/PS building as result of moving into Stocker H & FA Center; examine changing space requirements for various programs and recommend modifications; review priority system for classroom utilization and recommend modifications; purchase new equipment as required; rearrange layout of library and audiovisual departments; install TV system in Stocker H & FA Center; implement annual review of safety standards. in instructional areas and develop safety manuals; rewrite college facilities use policy
Facility Modification/ Repair	Physical Plant	LRP VII-2	Conduct annual evaluation of buildings and facilities; implement repairs and/or preventative maintenance as required; implement BH/PS building remodeling, handicap accessibility modifications, waterproofing of mechanical and pedestrian tunnels, courtyard repairs; supervise installation of fire and security monitoring systems
Institutional Studies	Data Processing Services, Institutional Planning & Research	LRP IV-6 LRP IV-10 LRP IX-2	Conduct attrition, retention, and student follow-up studies
Long-Range Planning/ Budgeting Process	Institutional Planning & Research, President	LRP V-11 LRP V-13 LRP V-14 LRP VIII-6 LRP IX-4	Refine planning/budgeting model implemented in FY 1978-79; conduct an evaluation of FY 1978-79 program objectives and activities
Management Information and Analysis	Data Processing Services, Institutional Planning & Research	LRP IV-2 LRP IV-15b LRP VI-7	Computerize UIS reports; develop new information files and reports, and information retrieval/storage system; develop system for tracking students
Personnel Policy and Procedures	Dean of Students	LRP VI-8	Identify need for additional personnel; examine alternative scheduling of staff to meet student needs
Policy Development	President	LRP V-8	Review, revise, and adopt college policies (personnel, facilities, retrenchment, etc.)
Private Funding	College Relations	LRP VIII-3	Contact private foundations to obtain support for college programs
Program Development	Admissions	LRP IV-12a	Provide assistance in the development of new academic programs and services
Program Evaluation	Dean of Students Financial Aid	LRP IX-2	Conduct a follow-up study of 1975 graduates, conduct study of HPER athletic program

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Staff Development	Controller, Instructional Services, Personnel, Physical Plant, Purchasing	LRP V-4 LRP VI-5b LRP VI-6 LRP VI-7 LRP VI-9	Develop procedures for evaluation of part-time faculty; continue support for faculty development program; implement TABS proposal; investigate additional incentives for faculty participation in state and national organizations; provide orientation program for faculty concerning the non-traditional student; develop and implement orientation program for part-time faculty; review divisional evaluation process; develop divisional seminars to stimulate interest in current issues; complete faculty development resource file; encourage faculty participation in professional improvement activities, particularly advanced study in enrollment growth areas; develop faculty development program for Community Education faculty; arrange meetings with Community Education staff and division faculties to increase understanding of roles; provide CPR training for LCCC staff; encourage faculty to develop and conduct workshops for other faculty; provide training for new personnel; conduct seminars/workshops on communication, motivation, career exploration, for classified staff; develop telephone operator procedure manual
Student Admissions/ Registration	Admissions	LRP IV-3	Investigate telephone registration; develop staff procedure manuals; revise admissions and registration forms

Priority 3

Auxiliary Services	Bookstore	LRP VI-7	Complete computerized system for the ordering of textbooks; improve the analysis of bookstore sales
Community College Leadership	College Relations, President	LRP-11	Identify leadership positions held by staff; encourage staff to assume leadership positions; obtain more publicity for LCCC
Community Relations	College Relations, President	LRP II-2 LRP II-7	Conduct personal visits with community leaders; assess community image of college; inform community organizations of college activities
Criminalistics Laboratory	Crime Lab	LRP II-2 LRP II-3 LRP II-10 LRP IV-8 LRP VI-6 LRP VI-8 LRP VII-9	Expand fingerprinting section with county ID fingerprint file; provide professional development opportunities for lab personnel; offer seminars/workshops for local police agencies; implement activities to increase lab service to college; develop procedures to evaluate services; review need for additional personnel
Emergency Procedures	Controller, Dean of Business Affairs, Physical Plant, Purchasing	LRP VI-5a LRP VI-7	Develop policy and procedures governing emergency closing and/or evacuation of buildings/campus
Facilities Planning	Institutional Planning & Research	LRP VII-2 LRP VII-8 LRP VII-10	Complete Stocker H & FA Center; coordinate building modifications and other remodeling projects.
Financial Aid System	Financial Aid	LRP IV-17	Implement enhancements to on-line financial aid system
Instructional Support	Audiovisual, Library	LRP IV-16 LRP VII-1	Evaluate audiovisual functions and services; develop resource file and videotape library on educational television programs; evaluate need and develop plan to provide learning resources for non-traditional programs; evaluate need to expand library/audiovisual hours; develop library collection as a result of new/expanded curricula; plan and implement student media design laboratory
Personnel Policy and Procedures	Personnel	LRP VI-3a LRP VI-4 LRP VI-8 LRP VII-7	Revise screening committee procedures/training handbook; review and revise classified staff performance appraisal procedures; develop and implement computerized personnel information system; examine need for additional staffing as a result of the growth in programs, functions, and/or increased utilization of facilities
Staff Development	President	LRP VI-6	Continue management development activities, with emphasis on the needs of individual administrators; develop program for new staff
Transfer Students	Counseling	LRP IV-19a	Revise transfer brochure; develop transfer guide with one additional university

APPENDIX VI

Program Evaluation
Policies and Procedures Statement

Developed by the Ad Hoc Committee on
Standards for Curriculum Review for
Submittal to the
LCCC College Curriculum Council

Program Evaluation

Purpose

Evaluation of each program of the College should be undertaken periodically to provide faculty, administration, and the Board of Trustees with information about how well the program functions in relation to its objectives and the needs of the community. It may provide justification for actions of the following kinds:

1. Confirmation of the validity of the program and continuation of support for it.
2. Reconsideration and possible redefinition of the goals, purposes, and objectives of the program.
3. Review and alteration of the content and structure of the program.
4. Reconsideration of priorities and allocation of resources.
5. Redefinition of roles and reassignment of individuals.

Definitions

A program is a course of study leading to a certificate or a degree. Program evaluation is a process to assess the overall effectiveness of a program through systematic collection and analysis of data.

Policy

Each credit program will be evaluated at least once every five years, using procedures prescribed by the College Curriculum Council. Programs with more frequent review mandated by appropriate agencies will be evaluated more often. In addition, the Dean of Instruction may require review of any program whenever a serious problem is indicated. Although formal review may occur only once every five years, data will be collected in an on-going process to provide a continuous means for monitoring and evaluating the effectiveness of programs.

Procedures

1. The Dean of Instruction will publish a five-year schedule for the routine evaluation of the programs of the College. In addition, he will determine when a program will be evaluated out of turn. In doing so, he may consider such matters as the following: the history and current status of the program, including its size; the quality of its administration; and external factors affecting it, such as licensing requirements.
2. The Dean will notify the Division Chairperson one year in advance that a program will be reviewed.
3. The Chairperson will recommend to the Dean a self-study committee that will include the Division Chairperson, program faculty, and other individuals as appropriate.
4. The self-study committee will develop an evaluation plan. The plan will identify questions to be answered, data that will help answer them, and criteria of evaluation, as well as the resources necessary, including outside assistance. The plan will be substantially based on the Program Evaluation Guide beginning on page 2 of this document; however, it may omit items in the guide that are inappropriate and add items that are appropriate to the program being evaluated.

5. The plan will be submitted to the Dean of Instruction for review and approval before the self-study is begun.

6. The Division Chairperson will coordinate the program review and supervise the preparation by the self-study committee of a written report with recommendations.

7. The completed report will be submitted to the Dean of Instruction for presentation to the Curriculum Council. The report will be given to the members of the Curriculum Council at least one month before the Council reviews and discusses it.

8. After studying the report and obtaining clarification from program faculty, the Council will present its recommendations to the Dean of Instruction. Recommendations may include the following:

   a. Continue the program as presently offered.
   b. Revise or modify the program in specific ways.
   c. Phase out or terminate the program.

Review of Evaluation Procedures

The policy and procedures for program evaluation will be reviewed and modified by the College Curriculum Council as appropriate.

Program Evaluation Guide: Self-Study Outline

A. Program Goals and Objectives

   1. *Program Data*
      a. State the current goals and objectives, and describe any changes since the last review.
      b. Describe the relationship to other programs or courses in the College.
      c. Describe the relationship to similar programs in the region or state.

   2. *Evaluation Criteria*
      a. Are the goals and objectives consistent with the College's mission?
      b. Is there an appropriate relationship to other courses or programs in the College?
      c. Is there an appropriate relationship to similar programs in the region or state?

   3. *Recommendations*

B. Program Content and Structure

   1. *Program Data*
      a. List the courses and indicate which are major, direct support, and general education courses.
      b. Describe changes in content or structure since the last review.
      c. Describe the instructional materials and methods used.

   2. *Evaluation Criteria*
      a. Are the content and structure appropriate to the objectives?
      b. Are the instructional materials and methods appropriate and adequate to the objectives, the needs and abilities of the students, and the costs?

   3. *Recommendations*

C. Enrollments

1. *Program Data*

a. Report enrollments and percent change by year and quarter for the past five years, and describe any major trends in enrollment (e.g., full-time/part-time, in-service/pre-service).
b. Describe any special admission policies or procedures and any special techniques used to recruit students.
c. Report quarter-by-quarter retention data for the past five years.
d. Report the number of graduates and percent change per year for the past five years.
e. Describe the frequency with which courses are offered and the scheduling techniques used (e.g., on-campus, off-campus, evening, weekend).
f. Report for each quarter the number of sections offered for all courses in the program over the past five-year period, the number cancelled, the enrollments, the credit hours earned, and the ratio between the number of seats available and the number filled.
g. Project enrollment for the next five years.
h. Project the number of graduates for the next five years.
i. Project the number of graduates and non-graduates who will transfer during the next five years.
j. Project the number of graduates and non-graduates who will enroll to prepare for employment immediately upon leaving Lorain County Community College.
k. Project the number of graduates and non-graduates who will enroll during the next five years for reasons other than to transfer or to qualify for employment.
l. Project employment opportunities for graduates for the next five years.

2. *Evaluation Criteria*

a. Is the admission of students consistent with the College's mission and the program's objectives?
b. To what extent does the FTE meet enrollment projections?
c. How satisfactory is the pattern of student retention?
d. How efficient is the program in terms of the ratio between the number of seats available and the number filled?
e. Is the enrollment sufficient to meet Ohio Board of Regents' guidelines and to support the program?
f. Does the frequency with which courses are offered enable students to complete the program in a timely fashion, and are courses scheduled at times and places that meet the needs of students?
g. Are enrollments sufficient to warrant continuation of the program for the next five years?
h. Are graduate employment opportunities sufficient to warrant continuation of the program for the next five years?

3. *Recommendations*

D. Faculty

1. *Program Data*

a. List the full-time faculty teaching the major courses and describe their qualifications in terms of educational background, work experience, other experience, and, if applicable, professional certification.

b. Describe the ratio of part-time to full-time faculty; describe, in general, the qualifications of the part-time faculty.
c. Describe the criteria and procedures for recruitment and selection of full-time faculty.
d. Describe the criteria and procedures for recruitment and selection of part-time faculty.
e. Describe faculty turnover for the past five years.
f. Describe the incentives and opportunities for faculty to engage in professional development.
g. For each quarter for the past five-year period, describe the ratio of faculty to students in terms of number of students enrolled, student contact hours, and student credit hours produced.

2. *Evaluation Criteria*
   a. Do the criteria and procedures for recruitment and selection of full-time faculty permit the attraction and hiring of qualified personnel?
   b. Are the full-time faculty sufficiently qualified to maintain high standards of instruction?
   c. Are the part-time faculty sufficiently qualified to maintain high standards of instruction?
   d. Are the opportunities for professional development adequate, and are they utilized?
   e. Is the faculty load appropriate and consistent with college and divisional policy, Ohio Board of Regents' guidelines, and the standards of appropriate external agencies?

3. *Recommendations*

E. Facilities and Equipment

1. *Program Data*
   a. Describe the on-campus facilities (classrooms, laboratories, and other designated areas) and report the number of square feet of space available.
   b. Describe any off-campus facilities used.
   c. Describe the equipment available.
   d. Project needs for facilities over the next five years.
   e. Project needs for major replacement and new equipment over the next five years.

2. *Evaluation Criteria*
   a. Are the facilities adequate?
   b. Does the program have adequate instructional equipment and materials?

3. *Recommendations*

F. Support Services

1. *Program Data*
   a. Describe the instructional support services used (e.g., library, audio-visual, developmental education).
   b. Describe the institutional support services used (e.g., admissions, financial aid and placement, counseling, data processing, bookstore).

2. *Evaluation Criteria*
   a. How adequate are the instructional support services?
   b. How adequate are the institutional support services?

3. *Recommendations*

G. Program Revenues and Costs

1. *Program Data*
   a. Report revenues (e.g., state subsidy, student fees, grants) for each of the past five years.
   b. Report costs (e.g., personnel, major equipment, supplies) for each of the past five years.
   c. Report average costs per credit hour, contact hour, and FTE by course and for the total program for each of the past five years.
   d. Project revenues and costs for the next five years, including any major additional costs for personnel or equipment.

2. *Evaluation Criteria*
   a. Have revenues and expenditures been in line with projections?
   b. Are financial resources adequate to support the program at present?
   c. Are projected revenues adequate to meet projected costs for the next five years?
   d. Is it economically feasible to continue the program for the next five years?

3. *Recommendations*

H. Student Achievement

1. *Program Data*
   a. Describe the measures of student progress used.
   b. Report the number and percent of graduates for each of the past five years who are employed in jobs related to the program, as well as in jobs not related.
   c. Report the number and percent of graduates for each of the past five years who transferred to other educational institutions in programs related to their work at Lorain County Community College.
   d. Report the number and percent of graduates for each of the past five years who are not employed and have not transferred to another institution.
   e. Report results of evaluations by graduates and non-graduates of the program's effectiveness in preparing them for jobs or further study or in enabling them to achieve greater satisfaction in other situations.
   f. Report employers' evaluations of the competency of graduates; and report studies of the success of transfer students.
   g. Report for each of the past five years the rate of success of graduates taking licensing or qualifying examinations.
   h. Report for each of the past five years the average annual starting salaries for graduates.
   i. Report the results of follow-up studies of non-returning students.

2. *Evaluation Criteria*
   a. Are the measures of student progress appropriate?
   b. Are graduates able to secure employment in fields related to the program, and are salaries adequate to attract students to it?

c. What are the strengths and weaknesses of the program as identified through follow-up studies of graduates and employers?
d. What are the strengths and weaknesses of the program as identified through follow-up studies of transfer students?
e. To what extent do graduates possess competencies (e.g., technical skills, knowledge, work attitudes and interpersonal skills)?
f. To what extent are graduates required to use on the job the skills and knowledge gained through the program?
g. What are the implications of the follow-up studies of non-returning students?
h. To what extent did graduates, transfers, and non-returning students use the College's support services (e.g., counseling, developmental education, and financial aid and placement)?

3. *Recommendations*

I. Program Review and Development Processes

1. *Program Data*
   a. Describe how faculty, students and advisory committees are involved in on-going program review and development.
   b. Describe how external agencies (e.g., governmental or professional) affect program review and development.
   c. Describe activities and resources used in program review and development (e.g., library, audio-visual, developmental education, and financial aid and placement).

2. *Evaluation Criteria*
   a. How adequate and effective is the involvement of faculty, students, and advisory committees in program review and development?
   b. How effective are external agencies in influencing program review and development?
   c. How adequate are the resources available to support program review, development, innovation, and change? Are the resources utilized?
   d. How adequate are the evaluation data and the evaluation process?

3. *Recommendations*

J. Summary, Conclusions, and Recommendations

1. Summarize the major strengths of the program.

2. Describe any problems related to the program. Describe how each is being addressed within the College; or, if it is not being addressed, describe potential solutions or suggest processes that might eliminate it.

3. Summarize major conclusions concerning program goals and objectives, content and structure, enrollments, faculty, facilities and equipment, support services, revenues and costs, student achievement, and the program review and development process.

4. Provide the College Curriculum Council with specific recommendations for the future of the program.

APPENDIX VII

Questionnaire Used in the Study of the Needs of the Citizens of Medina, Ohio

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LCCC

LCCC Wants a Piece of Your Mind!

LORAIN COUNTY COMMUNITY COLLEGE
1005 North Abbe Road, Elyria, Ohio 44035 (216) 365-4191

EDUCATIONAL NEEDS SURVEY

The City of Medina

We know that you are busy and that you don't need (or want) another intrusion on your time. However, your opinion is extremely important to us. As a resident of Medina, you can help us determine what type of educational programs and services to offer to you.

In this questionnaire, we are asking you to share your thoughts about taking college level courses, the type of courses you would like to have offered in Medina, and how LCCC can best meet your needs. The information you provide will be used to determine how much interest Medina residents have in taking college level courses and to see what programs are in demand. For this reason, we would like an adult member of your household to complete this survey.

We would sincerely appreciate it if you would answer all the questions and return the survey form in the postage paid envelope. Even if you have no interest in college courses, we want to hear from you. However, if you can't (or don't want to) answer some of the questions, we will understand.

Please be assured that your responses to the survey will be completely confidential. In no instance will individual responses be identified or reported.

If you would like additional copies of the questionnaire for other adult members of your household, copies are available at the Franklin Sylvester Library and at the main offices of all Medina City Schools.

The questionnaire should ordinarily not take longer than fifteen minutes to complete. After completion of the questionnaire, please remember to return it to Lorain County Community College in the enclosed envelope within seven days.

We sincerely appreciate your cooperation in this project.

Omar L. Olson

Omar L. Olson
President

INFORMATION REQUEST

If you would like to receive further information about specific courses, programs, or LCCC in general, fill out the enclosed information request form and return it with your questionnaire. All information will be mailed to you free of charge.

(Please Print)

Name ______________________________

Street ______________________________

City ____________ State ____________ Zip Code ____________

Telephone ______________________________

Please send me:

General Information

- ☐ Admissions Application
- ☐ Credit In Escrow (for high school students)
- ☐ Counseling
- ☐ Developmental Education
- ☐ Facts About LCCC
- ☐ Financial Aid
- ☐ Placement
- ☐ Transfer Guidelines

Instructional Program Information

- ☐ Art
- ☐ Avionics/Aeronautics Technology
- ☐ Business Careers
- ☐ Engineering Technologies
- ☐ Fire Science
- ☐ Health Careers
- ☐ Justice Systems (Police Science/Corrections/Security)
- ☐ Merchandising and Marketing Management
- ☐ Physical Education

For further information telephone the Admissions Office
Elyria (216) 365-4191, Ext. 267.

Note: Your Responses Will Be Kept Confidential

Please read each item and check the box ☐ beside the most appropriate alternative. Mark only ONE answer per item unless otherwise directed.

ABOUT YOUR INTERESTS:

The purpose of Lorain County Community College is to provide easy access to a broad range of quality educational programs and services desired by the residents of the area at the lowest possible cost. The education and training provided by Lorain County Community College is intended to help individuals obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and the effective use of leisure time.

1. Given this overall purpose of LCCC, would you be interested in enrolling for college level classes if they were offered in the City of Medina?

1 ☐ YES
2 ☐ NO

(If you are interested)

2a. Why are you interested in enrolling?
(Check ALL reasons that apply.)

EDUCATIONAL
1 ☐ To work toward a degree
1 ☐ To increase my general knowledge and skills
1 ☐ To prepare to transfer to a four-year college
1 ☐ To complete high school (GED)

OCCUPATIONAL
1 ☐ To prepare for a job
1 ☐ To prepare for a new job or career
1 ☐ To obtain a promotion and/or raise in my present line of work
1 ☐ To improve my knowledge and the technical skills required in my present job

PERSONAL
1 ☐ To meet new people, get away from daily routine, get involved in something new
1 ☐ For personal satisfaction
1 ☐ To improve myself

OTHER *(please specify)*:
1 ☐ ________________________________
1 ☐ ________________________________

(If you are not interested)

2b. Are there specific reasons why you are not interested in enrolling?
(Check ALL reasons that apply, then skip to Question 8.)

EDUCATIONAL
1 ☐ Educational goals accomplished
1 ☐ Enrolled at another college
1 ☐ General dissatisfaction with college
1 ☐ Undecided about my educational goals

OCCUPATIONAL
1 ☐ Education I have is adequate for my job
1 ☐ No need to improve present job skills
1 ☐ Not sure of future job plans

PERSONAL
1 ☐ Home responsibilities too great
1 ☐ Family and/or personal reasons
1 ☐ Financial reasons
1 ☐ Lack of free time
1 ☐ No interest - no reason to enroll
1 ☐ Transportation problems

OTHER *(please specify)*:
1 ☐ ________________________________

Skip to Question 8.

3. If you were to enroll in a course offered by LCCC, what type of instruction would you prefer? *(Check ALL types of instruction that you would prefer.)*

1 ☐ Conventional classes - classroom lectures
1 ☐ Classes broadcast on television
1 ☐ Classes offered through local newspapers
1 ☐ Classes offered where you work
1 ☐ Conferences or workshops
1 ☐ A combination of work experience and class meetings
1 ☐ Correspondence study - independent study

4. The following is a list of general instructional areas at Lorain County Community College. Courses in each of these areas could be offered in the City of Medina.
(Check ☐ each area which interests you and in which you would like to enroll for a course if offered in Medina.)

Business
01 ☐ Accounting
02 ☐ Banking and Finance
03 ☐ Business Administration
04 ☐ Data Processing Technology
05 ☐ Economics
06 ☐ Marketing
07 ☐ Real Estate
08 ☐ Secretarial Science

Developmental (Basic Skills) Education
09 ☐ English
10 ☐ Math
11 ☐ Reading
12 ☐ Study Skills
13 ☐ Career Development
14 ☐ Speed Reading

Engineering Technologies
15 ☐ Avionics/Aeronautics
16 ☐ Chemical
17 ☐ Civil
18 ☐ Electrical
19 ☐ Engineering Mechanics
20 ☐ Graphics Design
21 ☐ Industrial
22 ☐ Mechanical

Health Careers
23 ☐ Medical Assisting
24 ☐ Medical Laboratory Technology
25 ☐ Medical Terminology
26 ☐ Nursing
27 ☐ Operating Room Technology
28 ☐ Practical Nursing
29 ☐ Radiologic Technology

Health, Physical Education, and Recreation
30 ☐ Health Education
31 ☐ Physical Education
32 ☐ Recreation Education

Language and Humanities
33 ☐ Art
34 ☐ Communication/Performing Arts
(Drama, Radio and Television, Speech)
35 ☐ English, Literature and Film
36 ☐ French
37 ☐ German
38 ☐ Humanities
39 ☐ Journalism
40 ☐ Philosophy
41 ☐ Spanish

Science and Mathematics
42 ☐ Biology
43 ☐ Chemistry
44 ☐ Environmental Health
45 ☐ Mathematics
46 ☐ Physical Science
47 ☐ Physics

Public Service Careers
48 ☐ Corrections
49 ☐ Fire Science
50 ☐ Police Science
51 ☐ Public Administration
52 ☐ Security

Social Sciences
53 ☐ Education
54 ☐ Geography
55 ☐ History
56 ☐ Library Aide
57 ☐ Political Science
58 ☐ Psychology
59 ☐ Sociology

Other *(please specify):*
60 ☐ ____________________
61 ☐ ____________________
62 ☐ ____________________
63 ☐ ____________________

Which of the above areas would you most like to enroll in this coming Fall Quarter (September, 1979)?
(Select and rank up to five areas and enter their numbers below.)

1st choice ____________________
2nd choice ____________________
3rd choice ____________________
4th choice ____________________
5th choice ____________________

If there are specific courses or course topics that you would like to study, write them in the space provided below.

____
____
____

Many individuals who would like to enroll in college courses face certain obstacles which make it difficult for them to actually enroll in and/or attend classes. The following is a list of services which LCCC might provide to assist potential students in overcoming these obstacles:

- **Career Counseling** to assist with life planning and career development.
- **Financial Aid** representative to answer questions about a variety of local, state, federal, and private programs.
- **Personal Counseling** to assist with educational planning, health counseling and personal-social development.
- **Tutoring** in a variety of subjects to provide "academic first aid" to students who are experiencing difficulty with their college courses.

5. How important would each of these services be in your decision to attend classes offered by LCCC? *(Please check ONE box ☐ for each service.)*

	Very Important	Somewhat Important	Not Important
Career Counseling	1 ☐	2 ☐	3 ☐
Financial Aid	1 ☐	2 ☐	3 ☐
Personal Counseling	1 ☐	2 ☐	3 ☐
Tutoring	1 ☐	2 ☐	3 ☐
Other *(please specify)*: ______________________	1 ☐	2 ☐	3 ☐

6. If LCCC offered courses in Medina:

a. What days of the week would/could you attend? *(Check ALL days that you would/could attend.)*

1 ☐ Monday
1 ☐ Tuesday
1 ☐ Wednesday
1 ☐ Thursday
1 ☐ Friday
1 ☐ Saturday
1 ☐ Sunday

b. What time of the day would you prefer? *(Check ALL times that you prefer.)*

1 ☐ Early morning
1 ☐ Morning
1 ☐ Afternoon
1 ☐ Early evening
1 ☐ Late evening

c. The average class at LCCC requires a student to spend about three hours per week in classroom work. With this in mind, how many times a week would it be convenient for you to meet in a class? *(Check ONE response.)*

1 ☐ Once a week (one 3 hour class)
2 ☐ Twice a week (two 1½ hour classes)
3 ☐ Three times a week (three 1 hour classes)
4 ☐ Any of the above
5 ☐ Other *(please specify)*: ______________________

7. If you were to enroll in a course related to your job, would your employer reimburse you for all or part of the cost of books and/or instruction? *(Check ONE response.)*

1 ☐ Yes
2 ☐ No
3 ☐ Don't know
4 ☐ Unemployed/not applicable

ABOUT LCCC:

8. Have you or a member of your household ever been on the LCCC campus? *(Check ONE response.)*

1 ☐ Yes
2 ☐ No *(Skip to Question 9.)*

If yes, why were you or a member of your family on campus? *(Check ALL those that apply).*

	Myself	Member of family/household
Campus tour	1 ☐	2 ☐
Club meeting	1 ☐	2 ☐
Conference or workshop	1 ☐	2 ☐
Credit course	1 ☐	2 ☐
Cultural program	1 ☐	2 ☐
Speaker program	1 ☐	2 ☐
Special interest (non-credit) course	1 ☐	2 ☐
Sports event	1 ☐	2 ☐
Other *(please specify)*: ______________________	1 ☐	2 ☐

9. Lorain County Community College currently offers several types of academic instruction to the residents of Medina. *(Please check EACH type you are aware of.)*

1 ☐ LCCC classes offered at the Medina County Joint Vocational School
1 ☐ LCCC classes offered over public television, WVIZ Channel 25
1 ☐ LCCC classes offered through the Medina County Gazette and other area newspapers

10. Would you be interested in enrolling for non-credit (special interest) courses if LCCC offered them in Medina?

1 ☐ Yes
2 ☐ No *(Skip to Question 11.)*

If yes, list those courses/topics that would interest you.

____

____

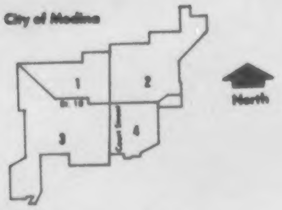
____

____

11. What is the best way to inform you of LCCC courses and activities offered in Medina? *(Check ALL those that apply.)*

1 ☐ Direct mailings to your home
1 ☐ Ads in local newspapers
1 ☐ Announcements on local radio
1 ☐ Posters/announcements placed in the local library
1 ☐ Other *(please specify)*: ______________________

ABOUT YOU:



12. Using the map of the City of Medina above, indicate the zone where you live. *(Check ONE response.)*
   1 ☐ Zone 1
   2 ☐ Zone 2
   3 ☐ Zone 3
   4 ☐ Zone 4

13. What is your sex? *(Check ONE response.)*
   1 ☐ Female
   2 ☐ Male

14. How old are you? *(Check ONE response.)*
   1 ☐ Under 18
   2 ☐ 18-20
   3 ☐ 21-24
   4 ☐ 25-34
   5 ☐ 35-44
   6 ☐ 45-54
   7 ☐ 55-64
   8 ☐ 65 Years or over

15. Are you presently: *(Check ONE response.)*
   1 ☐ Employed
   2 ☐ Unemployed
   3 ☐ Retired
   4 ☐ Full-time homemaker

If you checked one of these categories skip to Question 19.

16. What is your present occupation: *(Check ONE response.)*
   1 ☐ Business owner, farm owner, or self employed
   2 ☐ Clerical or office worker (bookkeeper, cashier, secretary, etc.)
   3 ☐ Craftsman/skilled worker (carpenter, printer, electrician, etc.)
   4 ☐ Laborer/unskilled worker (general laborer, farm laborer, etc.)
   5 ☐ Official or manager (banker, business executive, store manager, etc.)
   6 ☐ Operative/semiskilled worker (factory worker, machinist, welder, etc.)
   7 ☐ Professional (engineer, lawyer, teacher, etc.)
   8 ☐ Sales worker (department store salesperson, real estate agent, etc.)
   9 ☐ Service worker (guard, watchman, custodian, etc.)
   10 ☐ Technician (computer programmer, lab technician, etc.)
   11 ☐ Other *(Please specify)*: ______________________

17. On the average, how many hours per week are you employed? *(Check ONE response.)*
   1 ☐ 1-10 hours per week
   2 ☐ 11-20 hours per week
   3 ☐ 21-35 hours per week
   4 ☐ 36 or more hours per week

18. Which of the following best describes the geographical area in which you are employed? *(Check ONE response.)*
   1 ☐ Inside Medina city limits
   2 ☐ In Medina County, outside Medina city limits
   3 ☐ Cuyahoga County
   4 ☐ Lorain County
   5 ☐ Summit County
   6 ☐ Wayne County
   7 ☐ Other *(please specify)*: ______________________

19. How many years has it been since you last attended any school? *(Check ONE response.)*
   1 ☐ Less than one year
   2 ☐ 1-2 years
   3 ☐ 3-5 years
   4 ☐ 6-10 years
   5 ☐ More than 10 years

20. What is the highest level of education you have completed? *(Check ONE response.)*
   1 ☐ Eighth grade or less
   2 ☐ Some high school
   3 ☐ High school graduate
   4 ☐ Business or trade school
   5 ☐ Some college - no degree
   6 ☐ Associate degree
   7 ☐ Bachelor's degree
   8 ☐ Master's and/or doctor's degree
   9 ☐ Other *(please specify)*: ______________________

21. What is the total annual income of your household? *(Check ONE response.)*
   1 ☐ Less than $10,000 per year
   2 ☐ $10,000-$14,999 per year
   3 ☐ $15,000-$19,999 per year
   4 ☐ $20,000-$24,999 per year
   5 ☐ $25,000-$29,999 per year
   6 ☐ $30,000-$34,999 per year
   7 ☐ $35,000-$39,999 per year
   8 ☐ $40,000 or over per year

22. Please write in the number of people living in your household, including yourself, who are in each of the following age categories. *(If none, write "0".)*

Under 6 years ________
6-13 years ________
14-18 years ________
19-22 years ________
23-30 years ________
31-40 years ________
41-50 years ________
Over 50 years ________

How many of these people contribute to your household income?

(Write in the number). ________

Is there anything else you would like to tell us about how LCCC could improve its educational programs and services to the people of Medina? Please attach a separate note and include in mailing envelope.

If you have any questions concerning this survey, please contact the Office of Institutional Planning and Research, Lorain County Community College, 1005 North Abbe Road, Elyria, Ohio 44035.

Thank you for your assistance in completing the questionnaire.

APPENDIX VIII

Questionnaire Used in the Study of the Needs of Enrolled Adult Students

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LCCC
LORAIN COUNTY COMMUNITY COLLEGE
[illegible]
[illegible]

May 9, 1979

Dear Student:

Do you know that almost half of LCCC's students are 25 years of age or older? According to our records, you are one of these students and we need your help.

As part of a continuing effort to improve and expand the quality of programs and services offered by LCCC, we are conducting a special study concerning the reasons why adults 25 years of age or older participate in higher education. The results of this study will provide valuable information that will assist us in planning and developing programs, recruiting students, and designing learning experiences.

You have been selected to assist us in this study along with other students enrolling at LCCC for the first time this Spring. The questionnaire is designed to allow you to respond quickly and should only take a few minutes of your time. Please complete the questionnaire and return it as soon as possible -- hopefully, within three days. A self-addressed postage-paid envelope is enclosed for your convenience. The number of people being asked to respond to the questionnaire is small; therefore, the response of each selected participant is very important if the study is to be meaningful.

You will note that the last section of the questionnaire asks you to respond to some personal information, for example, sex, age, occupation, etc. This information is requested so that we can better understand the needs of different sub-populations of our adult students. You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so we may check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire, and your responses will be held in the strictest professional confidence.

If you have any questions, please call either of us at the College. We appreciate your time and cooperation and look forward to receiving your completed questionnaire.

Sincerely,

Stephen Jonas
Director of Institutional
Planning and Research

Janice M. Irwin

Janice M. Irwin
Project Director

P.S. We hope to have the results of the study available in late July or early August. Students interested in receiving a copy of the results should contact LCCC's Office of Institutional Planning and Research.

ADULT PARTICIPATION IN HIGHER EDUCATION AT LORAIN COUNTY COMMUNITY COLLEGE

Directions

We would like to know the extent to which each of the 40 reasons listed below influenced you to enroll at Lorain County Community College.

For each reason, please circle the category which best reflects the extent to which the reason influenced you to enroll. Sometimes the "Much Influence" category is on the right-hand side of the page and sometimes it is on the left. No reason for enrolling is any more or less desirable than any other reason. Please be frank. There are no right or wrong answers.

REASON	HOW MUCH INFLUENCE DID THE REASON HAVE ON YOUR ENROLLING AT LCCC?			
1. To seek knowledge for its own sake	Much Influence	Moderate Influence	Little Influence	No Influence
2. To share a common interest with my spouse or friend	No Influence	Little Influence	Moderate Influence	Much Influence
3. To secure professional advancement	Much Influence	Moderate Influence	Little Influence	No Influence
4. To become more effective as a citizen	No Influence	Little Influence	Moderate Influence	Much Influence
5. To get relief from boredom	Much Influence	Moderate Influence	Little Influence	No Influence
6. To carry out the recommendation of some authority	No Influence	Little Influence	Moderate Influence	Much Influence
7. To satisfy an enquiring mind	Much Influence	Moderate Influence	Little Influence	No Influence
8. To overcome the frustration of day to day living	No Influence	Little Influence	Moderate Influence	Much Influence
9. To be accepted by others	Much Influence	Moderate Influence	Little Influence	No Influence
10. To give me higher status in my job	No Influence	Little Influence	Moderate Influence	Much Influence
11. To supplement a narrow previous education	Much Influence	Moderate Influence	Little Influence	No Influence
12. To stop myself from becoming a "vegetable"	No Influence	Little Influence	Moderate Influence	Much Influence
13. To acquire knowledge to help with other educational courses	Much Influence	Moderate Influence	Little Influence	No Influence
14. To fulfill a need for personal associations and friendships	No Influence	Little Influence	Moderate Influence	Much Influence

REASON	HOW MUCH INFLUENCE DID THE REASON HAVE ON YOUR ENROLLING AT LCCC?			
15. To keep up with competition	Much Influence	Moderate Influence	Little Influence	No Influence
16. To escape the intellectual narrowness of my occupation	No Influence	Little Influence	Moderate Influence	Much Influence
17. To participate in group activity	Much Influence	Moderate Influence	Little Influence	No Influence
18. To increase my job competence	No Influence	Little Influence	Moderate Influence	Much Influence
19. To gain insight into my personal problems	Much Influence	Moderate Influence	Little Influence	No Influence
20. To help me earn a degree, diploma or certificate	No Influence	Little Influence	Moderate Influence	Much Influence
21. To escape television	Much Influence	Moderate Influence	Little Influence	No Influence
22. To prepare for community service	No Influence	Little Influence	Moderate Influence	Much Influence
23. To gain insight into human relations	Much Influence	Moderate Influence	Little Influence	No Influence
24. To have a few hours away from responsibilities	No Influence	Little Influence	Moderate Influence	Much Influence
25. To learn just for the joy of learning	Much Influence	Moderate Influence	Little Influence	No Influence
26. To become acquainted with congenial people	No Influence	Little Influence	Moderate Influence	Much Influence
27. To provide a contrast to the rest of my life	Much Influence	Moderate Influence	Little Influence	No Influence
28. To get a break in the routine of home or work	No Influence	Little Influence	Moderate Influence	Much Influence
29. To improve my ability to serve mankind	Much Influence	Moderate Influence	Little Influence	No Influence
30. To keep up with others	No Influence	Little Influence	Moderate Influence	Much Influence
31. To improve my social relationships	Much Influence	Moderate Influence	Little Influence	No Influence
32. To meet formal requirements	No Influence	Little Influence	Moderate Influence	Much Influence
33. To maintain or improve my social position	Much Influence	Moderate Influence	Little Influence	No Influence

REASON	HOW MUCH INFLUENCE DID THE REASON HAVE ON YOUR ENROLLING AT LCCC?			
34. To escape an unhappy relationship	No Influence	Little Influence	Moderate Influence	Much Influence
35. To provide a contrast to my previous education	Much Influence	Moderate Influence	Little Influence	No Influence
36. To comply with the suggestions of someone else	No Influence	Little Influence	Moderate Influence	Much Influence
37. To learn just for the sake of learning	Much Influence	Moderate Influence	Little Influence	No Influence
38. To make new friends	No Influence	Little Influence	Moderate Influence	Much Influence
39. To improve my ability to participate in community work	Much Influence	Moderate Influence	Little Influence	No Influence
40. To comply with instructions from someone else	No Influence	Little Influence	Moderate Influence	Much Influence

---

Background Information: This information is requested so that we can better understand the needs of different sub-populations of our adult population. Please be assured that all returns are strictly confidential and in no case will the answers of individuals be singled out.

41. What is your sex?

____ (1) FEMALE
____ (2) MALE

42. How old are you? ____ YEARS

43. What is your marital status?

____ (1) SINGLE
____ (2) MARRIED
____ (3) WIDOWED
____ (4) DIVORCED/SEPARATED

44. Are you presently:

____ (1) EMPLOYED
____ (2) UNEMPLOYED *(skip to question 47)*
____ (3) RETIRED *(skip to question 47)*
____ (4) FULL-TIME HOMEMAKER *(skip to question 47)*

45. What is your occupation? ____

46. On the average, how many hours per week are you employed?

____ (1) 1 - 10 HOURS/WEEK
____ (2) 11 - 20 HOURS/WEEK
____ (3) 21 - 35 HOURS/WEEK
____ (4) 36 OR MORE HOURS/WEEK

47. How many years has it been since you last attended any school?

____ (1) LESS THAN ONE YEAR
____ (2) 1 - 2 YEARS
____ (3) 3 - 5 YEARS
____ (4) 6 - 10 YEARS
____ (5) MORE THAN 10 YEARS

48. What is the highest level of education you have completed?

____ (1) HIGH SCHOOL GRADUATE
____ (2) BUSINESS OR TRADE SCHOOL
____ (3) SOME COLLEGE - NO DEGREE
____ (4) ASSOCIATE DEGREE
____ (5) BACHELOR'S DEGREE
____ (6) MASTER'S AND/OR DOCTOR'S DEGREE
____ (7) OTHER *(please specify)*: ____________________

49. Do you plan to earn an LCCC degree?

____ (1) YES
____ (2) NO

50. What curriculum are you enrolled in at LCCC? ______________________________

51. In what credit courses are you enrolled Spring Quarter? ______________________________

THANK YOU FOR YOUR ASSISTANCE!

Ohio University

ELLEN H. CHERIN AND CHARLES HARRINGTON

The Ohio University (OU) case study describes a planning process that has been in effect since 1976-77. Paralleling the process described in *A Handbook for Institutional Academic and Program Planning* (Kieft, Armijo, and Bucklew 1978), the OU case study represents a planning cycle that is almost fully developed and operational.

Shortly after his arrival at Ohio University in August 1976, President Charles J. Ping called for a new and revitalized institutional commitment to program planning. Ohio University had just emerged from a period of significant enrollment decline and was described by some as seriously misshapen as a result of budget reductions. Major cutbacks had been made by eliminating positions that had become vacant rather than on the basis of systematic program review and evaluation. The planning process, which is comprehensive, long range, and program based, was envisioned as a way to restore the university. An extensive review of the environment, the institutional resources, and the university's mission and goals preceded the development of a new planning process. Careful consideration was given to the amount and type of data that were available to support the planning process. At first, the focus was on short-range issues; later, more emphasis was placed on incorporating long-range objectives. Throughout the development of the planning process, a broad pattern of review and consultation was maintained with all levels of the university participating through the use of task forces, committees, and retreats.

The presentation of the Academic Plan to the university's trustees on April 13, 1979, marks the conclusion of the second year of implementation for the new planning process. This second year of planning activity reflects the plans formulated during the first year and builds on the experience of earlier efforts. The consensus is that the new planning process is an improvement over previous resource-allocation methods. Although minor

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problems persist, the iterative nature of the process may help resolve them. Planning has begun to further refine the 1979-80 planning cycle.

Background

Ohio University (OU), located 70 miles southeast of Columbus in rural Athens County, is the oldest institution of higher learning in the Northwest Territory. Established in 1804, OU has expanded to include five regional, two-year campuses (located in Belmont County, Chillicothe, Ironton, Lancaster, and Zanesville) and one resident credit center (Portsmouth). As a public residential university, the main campus is organized into nine degree colleges sponsoring instruction in 115 undergraduate, 45 master's, and 19 doctoral programs of study in addition to osteopathic medicine.

The enrollment on the Athens campus recently has reached as high as 18,700 and was projected by OU staff to reach 25,000 by the 1980s. But these enrollment expectations have not been met, and the main campus enrollment appears to have stabilized at 13,500. The branch campuses have a combined enrollment of approximately 5,850. There are 704 full-time-equivalent faculty distributed among the six campuses and the extension division and about 400 FTE non-faculty contract employees on the Athens campus and 43 at the branches; classified employees number 1,196 on the Athens campus and 87 at the branches. OU is governed by an autonomous board of trustees under the coordinating leadership of the Ohio Board of Regents. (See appendix I for an organizational chart for Ohio University.) The total budget for Ohio University for the 1978-79 fiscal year was:

	UNRESTRICTED	RESTRICTED	TOTAL
Instructional & General	$55,646,000	$ 3,826,000	$59,472,000
Organized Research	0	1,000,000	1,000,000
Public Service	1,511,000	1,473,000	2,984,000
Auxiliary Enterprises	0	933,000	933,000
Student Aid	0	3,530,000	3,530,000
Residence & Dining Halls	0	12,130,000	12,130,000
	$57,157,000	$22,892,000	$80,049,000

History of Planning at Ohio University

Planning did exist at Ohio University before the present planning process was started in January 1976. Academic program planning of the kind that characterizes the curricular review process and leads to the addition or deletion of academic programs had long been in effect. A major difference from the current process was that planning efforts focused on specific program proposals to be funded from incremental income generated by the continuous enrollment growth in the 1960s. Such planning was carried out independently of the formal budgeting process.

This period of incremental growth contrasted the planning environment that emerged during the five-year period beginning in the spring of 1970. At Ohio University, as at most postsecondary institutions, it was a time of increasing student militancy and protest. The country was deeply immersed in the Vietnam War, and the invasion of Cambodia by

American armed forces had provoked numerous confrontations and student riots, often with the active support and participation of militant faculty and staff. The premature closing of Ohio University because of student demonstrations in May 1970 marked the beginning of a series of planning and budgeting activities intended to promote an openness and responsiveness to contemporary social issues that strongly affected many students and faculty members.

As a result of the early closing of the university, the president convened a task force of students, faculty, administrators, and local community leaders to examine the events of the spring and to plan for the orderly reopening of the institution in the fall. The task force formulated numerous proposals intended to increase the responsiveness of the institution to students' needs while maintaining a quality academic environment. Many of the proposals became institutional policies. Among those policies were expanded visiting privileges, converting dormitories into coeducational residence halls, increased privileges regarding the consumption of alcohol in university facilities, and funding for the office of university ombudsman.

A community-relations task force was also created to examine the growing concern of community leaders. Many of those concerns pertained to the increasing number of students living off-campus. Additionally, certain business leaders had lost confidence in the ability of the university administration to regulate the behavior of students, especially the behavior resulting in civil disruption and property damage.

On October 15, 1970, an interim plan for university budgeting was approved by the president. The plan, which was based on recommendations of another task force on budget goals and priorities, included modifications suggested by the administrative officers, faculty senate, and the student council. Two major facets of this budget-development process were (1) increased participation of students and faculty in various budget committees and (2) an insistence that budget directors accompany requests with standards of measurement that would permit decisionmakers to judge the worth of the outcomes of various proposed expenditures.

Including faculty and students on all departmental budget committees was to become part of a broader review of budgets at all levels. The University Budget Committee was charged with coordinating the activities of departmental budget committees. Serving with senior administrative staff as full participating members of the committee were two faculty members and two students, all appointed by the president.

During the implementation of the open budgeting process for preparing the annual budget, the Aims and Objectives Committee was formed to establish institutional aims and measurable goals for various major organizational units. The formation of this committee marked the first attempt to formally identify institutional aims and to set program goals. The committee report, presented to the president on January 24, 1972, proposed a process for developing both long-range and annual goals that would precede the development of individual department budgets and the university budget to be recommended to the board of trustees.

From January 1972 for a period of nearly three years, various planning committees were responsible for refining institutional aim and mission statements and attempted the development of various measures of department goal attainment. These tasks were carried out independently of the annual open budgeting process, and had little tangible impact on budget outcomes.

This failure to integrate the budgeting process and the program planning and evaluation process was due largely to a series of prolonged financial crises. Enrollments plummeted by nearly 30 percent from 1972 to 1975. There was intense pressure throughout the university to project future enrollments at unrealistically high levels, invariably resulting in annual rebudgeting at the start of each autumn enrollment period. Financial realities precluded the addition of most proposed new programs, and budget managers were preoccupied with immediate expenditure reductions and staff terminations. Not surprisingly, there was little enthusiasm for long-range planning or for incorporating the goal-setting activities into the annual budgeting process. Major budget directors remained confused about such planning concepts as aims, goals, objectives, and program mission statements. Wide disparity existed in staffing levels as a consequence of budgeting-reduction strategies that focused on personnel reductions with contract abrogations. Furthermore, open budget hearings had begun; the hearings elicited such resentment and hostility that formal efforts to continue developing institutional aims and measurable departmental goals were repeatedly frustrated.

Additional difficulties arose throughout 1972 to 1975 that had to be resolved before the current planning process gained acceptance. Not the least of the difficulties was assuring members of the university that the frustrating—and rather ineffectual—past efforts at planning would not be repeated. Perhaps most troublesome during this period was the effort to introduce openness and responsiveness to the budgeting process. Although intended to document financial and managerial integrity and to regain lost confidence, this effort did not always have that effect.

Some of the most active and outspoken participants in the open budget hearings had little understanding of sound fiscal management or the complex and interdependent internal organizational structure of a large university. Each year there was a new cadre of budget-committee members who had to be brought to a level of understanding that enabled them to make useful contributions. Endless hours of valuable time from an ever-decreasing administrative staff were devoted to explaining complex fiscal concepts. In spite of a genuine effort to understand technical fiscal information, students often concentrated on relatively minor aspects of the budget that evoked strong student interest. Concern often centered on athletics, student cultural activity funding, and counseling services rather than on the budgetarily more complex academic programs and services.

The yearlong work of various budget-review committees culminated in the open budget hearings conducted by the president and broadcast on the campus radio station. Some believe that these open hearings were the most damaging and frustrating experiences with regard to the campus morale and future budgeting and planning efforts.

The general format for the hearings called for major budget administrators to formally present their requests followed by questions from the president, members of the university budget committee, and the general public. Often questions focused on trivial past expenditures or seemed intended to reveal so-called "hidden fat" that could become the basis for further budget reductions.

Some budget managers appeared to capitalize intentionally on these circumstances by preparing their presentations to obscure important aspects of their budgets and to evoke prolonged discussion of trivial or irrelevant issues. Less frequent but more distressing were occasions when audience members used the podium to expound on broad social views and issues that had little relevance to internal budgeting at Ohio University. The Kent State incident, pleas for student participation in university governance, and the university's responsibility for day care facilities for working mothers were among those topics interjected into the budget process.

Despite these problems, many imaginative programs for cost curtailment were implemented. Program consolidations, more cost-effective administrative reorganizations, and several intricate and managerially frustrating decisions were made that would have been precluded by the inertia of a more fiscally stable period. Departmental and college libraries were combined into a central library facility. Separate media centers were consolidated. Decentralized student placement efforts were merged into a single program and the existing computer centers were merged. Generally, these program consolidations were accompanied by significant budget reductions.

Overview of the Ohio University Planning Process

Ohio University is committed to a process like that described in the *Handbook* and summarized in the introduction of planning and resource allocation that is comprehensive, program based, and long term. Implemented after an extensive evaluation of the environment and a confirmation of goals and directions, the planning design

1. Acknowledges the role of established governance mechanisms of the university. Appropriate units such as Executive Officers, Deans' Council, Faculty and Administrative Senates, and Curriculum Council have advisory, review, and consultative roles on germane matters.
2. Is an ongoing process, and its implementation conforms with the Educational Plan that was completed in October 1977.
3. Is intended to be integrated into an overall university approach to decisionmaking.
4. Involves academic, service, and support units as well as their subsidiary components in a deliberative rather than a directive manner in developing the detailed plan assuring meaningful participation by all.
5. Institutes the development in stages of a planning information system that will provide aggregate and detailed data to all planning units.

The key to the success of this planning effort is the analysis and judgments of unit planning personnel. While program-enhancement decisions made at the university level can lead to specific results, various units of the university must also be involved if the university is to realize its mission. A planning process is at best a mechanism. Individual commitment to a viable and effective educational environment is not only needed, it is required. To this end, 21 planning units represent the major organizational units of the university. The planning officers of these units are responsible for explaining the planning process to constituents and for coordinating the judgments and inputs of these constituents and through their ongoing interactions with members of the University Planning Advisory Council (UPAC).

The council brings the universitywide focus required to integrate individual planning unit contributions into a balanced and cohesive institutional plan. Chaired by the provost, it consists of 16 persons representing major governance groups and others selected at large by the provost. UPAC directs the activities of program planning units, reviews planning policies of universitywide significance (such as revenue estimates and fee changes), and advises the provost on the allocation of resources for program creation or enhancement.

The Process

The program planning process is divided into three phases. First, individual planning units develop detailed program objectives expected to be accomplished within the boundaries of estimated resources. Second (and integral with the first), planning units describe the activities and program changes that will be necessary to accomplish their objectives. Third (and building from the other two), units develop an itemized set of objectives and activities that can neither be considered nor undertaken with current resources alone. They will require consideration for additional resources and support as part of the university commitment to program enhancement.

Program enhancement pools are established centrally to cover resource requirements that cannot be accommodated by the existing annual budget allocations. These program enhancement pools also provide incremental funding for three major types of planning unit requests. First, units may request funding from Pool I, which consists of approximately 40 percent of the available resources for program enhancement. This pool of funds is intended for significant current budget inadequacies. Recent financial crises did not permit adequate resources to be allocated to meet enrollment or service needs of ongoing programs. As existing budget problems are resolved in future years, the proportion of the enhancement resources provided for catch-up purposes will diminish and the resources for other enhancement needs will increase.

Approximately one-half of the program enhancement resources are intended as risk capital for new program proposals. Proposals funded from this second pool must conform with the Educational Plan, contribute to the strategic positioning of the university with respect to future program viability, and provide potential for enrollment stability or growth. A third pool of incremental program enhancement funds is set aside for budget needs associated with extraordinary cost increases beyond normal rates of inflation. Pool III consists of approximately 10 percent of total resources for enhancement.

In keeping with the aim of a decentralized planning process, the first two planning phases allow each planning unit to establish priorities that conform to the Educational Plan. The intention is to give planning units the opportunity to assess their operations and to specify areas of need. An additional advantage of the second phase may be the identification of objectives or activities that can only partially be accomplished with present funding. Those unmet needs could be added to whatever new program proposals are developed, and both could then be considered as items of program enhancement.

Detailed Structure and Procedure

Each of the 21 planning units (see appendix II) appoints a committee for planning to initiate, develop, evaluate, review, and recommend a program plan to cover the next three planning cycles. The dean or administrator designates a planning officer to act as a coordinator for the units. Each dean or administrator also establishes planning groups in each department, school, focus area, or division that is deemed appropriate to the overall mission of the program planning unit. OU has no set policy regarding the composition of the planning groups. Membership varies according to the size and complexity of the planning unit.

In September of each year, planning units review existing program objectives and may propose revisions for the next year of the three-year planning cycle. Program objectives must be presented in priority order and they should reflect changes in emphasis or direction. Priority in this context refers to items currently deemed important and not necessarily to the overall ranking of an individual objective. Thus, for example, an important program objective that has already been addressed in ongoing program activity may be lower on the priority list than a less important objective that has previously received little or no consideration.

Revising program objectives each year will involve adding detailed information and shifting priorities as planning proceeds and as institutional goals and resource expectations become clearer. (The guidelines for developing planning unit objectives and sample forms are found in appendix III.) The revised program objectives are due in the provost's office by November 15 of each year.

While program objectives are evaluated by the Office of the Provost and the University Planning Advisory Council, all program planning units begin formulating program proposals for funding from various enhancement pools. These proposals, or funding requests, relate directly to program objectives. Planning units consult with various UPAC task forces in an ongoing process regarding the conformity of proposals to unit-program objects or the Educational Plan. (Guidelines for submitting proposals, the criteria for proposal evaluation, and necessary forms are presented in appendix IV.) Requests for funding from various enhancement pools are due in the provost's office by January 15 of each year.

UPAC task forces, in addition to facilitating the submission of program plans and funding requests, monitor the progress toward implementing funded proposals approved during the preceding planning cycle. Any deviations from the plans proposed to and approved by UPAC are described in task-force reports and may affect the review of proposals for current or future planning cycles. (Guidelines for UPAC Planning Unit Task Forces, Task Force Assignments, and evaluation forms for previously funded proposals are presented in appendix V.)

While task forces are completing their consultations with planning units, the full University Planning Advisory Council reviews both detailed income projections for the coming fiscal year and anticipated resources for the longer-range planning cycles. These revenue estimates are based upon the evaluation of assumptions regarding enrollments, tuition and fee charges, philanthropy, state appropriations, and other miscellaneous income.

The Office of the Provost provides planning units and UPAC with revised current operating expenditures accompanied by known adjustments required for the coming year. A comparison of these continuing expenditures and anticipated resources reveals the amount of incremental income available for the following planning pools, which are retained centrally: (1) program enhancement for quality and growth, (2) compensation improvement, (3) extraordinary allowances for goods and services, and (4) institutional operating reserve.

UPAC deliberations regarding the income and expenditure proposals by the provost culminate in specific recommendations regarding allocations among planning pools, additional sources of income, such as student-fee increases, and any proposed expenditure reductions in ongoing operations. After these recommendations are accepted or modified by the provost and the president, UPAC begins to review task-force recommendations concerning planning-unit funding proposals. This review marks the final step in developing a university plan and is the basis for decisions regarding the university operating budget and related resource-allocations for the coming fiscal year. The university plan is prepared for final review by April 15 in order to be approved by the Ohio University Board of Trustees for enactment by July 1.

Summary

The planning process is iterative and produces an annual university operating plan that coincides with the University Educational Plan.

Three stages characterize the process. Stages I and II address specific information and focus on the continuing evaluation of ongoing programs, the analysis of external factors, such as enrollment trends, regents' requirements, and short-range funding levels. Long-range enrollment forecasts and projected staffing patterns provide the framework within which activities in both stages lead to the shaping of institutional missions consistent with long-range goals.

Stage III looks at longer-range institutional aims as set forth in the University Educational Plan and focuses on ways that current operations can support them. In this stage, goals and activities for the upcoming four to six years are addressed.

Current Planning Activities

1976-1977—The First Year of Planning

In September 1976, President Ping outlined the major tasks involved in launching a new planning process at Ohio University, and he put forward three themes: (1) planning for change, (2) revitalized liberal studies, and (3) becoming a more comprehensive university. In introducing a renewed commitment to planning, Dr. Ping acknowledged the large body of material produced in past efforts to define the mission of Ohio University. He also noted the lack of enthusiasm for renewed discussions of planning. Past disjunction between planning and decisionmaking had been debilitating and had intensified the need to review the present state of the university, to evaluate proposals for change, to understand budget decisions more thoroughly, and to measure progress.

The president assigned Provost Neil Bucklew major responsibility for the planning process and for preparing an educational plan to be developed and implemented over a 10-year period. Dr. Bucklew fashioned a general framework for planning that would later be refined and modified by participants at a planning retreat and then circulated to the broader university community for critique. The framework for the process was described by the provost as the creation of a "context for continued planning." The Ohio University planning process was to be a "reasoned commitment to the future of Ohio University" established on the expectation that "planning for change is a more reasonable kind of leadership and a more beneficial stewardship of the University than merely reacting to change" (Ohio University 1977a).

Throughout the process that evolved, a broad pattern of review and consultation was established. At each stage, the proposed process was described first to appropriate OU staff and then to the university community. The resulting comments and suggestions were reviewed by a planning review committee before the final proposal was revised and submitted to the president and trustees.

During September and October 1976, Dr. Bucklew and his staff conducted two planning retreats to launch the new planning process. The first was a forum for examining opportunities and directions for the university in the coming decade. Participants included leaders from various campus constituencies: faculty, students, and national educational leaders. At the second retreat, participants reviewed two critical draft-planning documents prepared by the provost and his staff—a description of the planning process and a proposed institutional mission statement. These statements, which emerged from the discussions and presentations at the two planning retreats, would provide the first and crucial building blocks of the Educational Plan and would establish the framework for the remaining tasks of the first planning year.

The revised planning process description and the university mission statement were distributed to the campus community for review and comment on November 10, 1976. Comments received were considered by a planning review committee, and final versions of these statements were prepared for the board of trustees.

In November 1976, while comments were being solicited from the university community on the proposed process and missions statements, a series of environmental statements were prepared by members of the Deans' Council. The statements, which were to contribute to the general understanding of the context in which Ohio University must plan, explained major trends affecting higher education during the next decade; the statements addressed a number of topics, including financing and predicted changes in patterns of educational programs.

On January 21, 1977, environmental statements were distributed in draft form to members of the Faculty Senate Executive Board, members of the Deans' Council and to

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the University Council. Preliminary comments were discussed and evaluated at a third planning retreat held a week later. The revised environmental statements were distributed to the campus community for comments on February 7, 1977. The environmental statements were reviewed and revised and final versions of the statements were issued in mid-March as a supplement to the Educational Plan.

Also in January, nine project teams consisting of a goal author and two readers were selected to begin preparing goal statements for the university. These goal statements consolidated the Mission Statement and the environmental statements into a description of end results to serve as standards for program planning and resource-allocation decisions. Categories for goals cut across traditional university units and included five instructional and four administrative areas. The categories for which specific university goals were written were:

Instructional

1. Liberal and Fine Arts
2. Graduate and Professional Education
3. Health and Human Services
4. Science and Technology
5. Life-long Learning and Regional Higher Education

Administrative

6. Academic Support Programs
7. Student Services
8. Resident Life Services
9. General Administration

Goals statements for the nine categories were proposed, reviewed, published, and approved by the university's board of trustees by late June.

Institutional plans to support the 10-year Educational Plan also were developed in 1976-77. A residence-hall plan to achieve fiscal responsibility within the system was started and resulted in the state purchase of excess dormitories for transfer to the university's general fund physical plant. This action enabled the dormitory system to operate on a realistic budget and meet debt requirements without an additional special debt subsidy from the state. Such a subsidy had amounted to $6 million in the previous five years. The need resulted from a decline in occupancy from about 8,600 to around 6,000. (Occupancy has remained at about 6,000 since 1976.)

A second institutional-facilities plan dealt with a revision of the 1966 campus master plan to reshape the campus in view of current and future needs. An accompanying facilities plan detailed steps on a biennial basis. This study, initiated and approved by May, was postponed by a delay in funding from the state. Work actually began at the end of November.

1977-1978—The Second Year of Planning

The summer of 1977 was spent developing detailed instructions, planning forms, and resource information to facilitate program planning at the unit level. A handbook that outlined the process in detail and proposed a schedule of major tasks for the second year of planning was prepared and distributed.

Early in September, members were appointed to the University Planning Advisory Council (UPAC). Chaired by the provost, it recognized the established governance mechanisms of the university. Initially, its members included

1. Eight members of the faculty (five to include the president and executive committee of the Faculty Senate and three others nominated in consultation with the provost)
2. Three members of the Deans' Council named by the provost
3. Three representatives of other campus governance groups including the Administrative Senate, Student Senate, and Graduate Student Council
4. Two administrators-at-large appointed by the provost in consultation with the university vice-presidents

Approximately one-third of the membership of UPAC was to be changed each year to afford continuity, as well as broad participation, from year to year. An additional four persons representing the provost and other vice-presidents were assigned as staff assistants to the committee. In addition, the planning-process description called for the appointment of subcommittees composed of both UPAC members and others whose specialized expertise could be of assistance to the committee.

The University Planning Advisory Council subsumed the function of the Budget Advisory Committee and the Building Priorities Committee. Its assignments included

1. To review planning-unit program objectives and priorities to insure conformity with the University Educational Plan
2. To advise on integrating all planning-unit program plans into the total University Plan
3. To advise (through subcommittees) on budget as well as capital planning and to review annual as well as triannual income estimates (which are the bases for the planning-unit base budget and new resource-allocation pools
4. To establish a continuing subcommittee on special planning opportunities to consider and evaluate proposals that recommend major changes in scope or direction not feasible or appropriate to the interests or responsibilities of formal program-planning units, specifically to nurture innovation that might well be ignored by the organizational and hierarchical thrust of the planning structure

After the University Planning Advisory Council concluded its review, evaluation, and advisory function, the provost transmitted through the president the completed University Plan and it subplans, such as capital and budgetary requests to appropriate administrative/governance bodies outside the university.

Twenty-one planning units were formed representing the major organizational entities of the university. Each planning unit appointed a planning officer to act as coordinator for the unit and to represent the unit throughout the planning process. All planning units, particularly the larger ones, were encouraged to establish planning advisory committees within each department, school, division, or focus area.

The procedure called for specific program planning to describe systematically modifications for a three-year period. The system would initiate a cyclical process of evaluation that could be expanded during succeeding periods. As a plan for current operations, Year I would be the most detailed and specific; Years II and III would be less so. Each year, the continuing process would determine specifically the following year's operations.

During September and October, all program-planning units were instructed to prepare and to rank program objectives for a three-year period. These objectives were due to the provost's office on November 15, 1977. Program objectives would be updated annually to reflect changes in planning-unit priorities and feedback from UPAC regarding any discrepancy between departmental objectives and the university goals described in the Educational Plan. (See appendix III for Guidelines for Development of Planning-Unit Objectives.) While program objectives were being evaluated by the Office of the Provost and UPAC, all program-planning units were instructed to develop detailed plans for the three-year planning cycle.

In addition to describing systematically the modifications to programs over the three-year period, the procedure called for units to identify proposed changes that could not be accomplished within existing departmental resources. These program changes would later become the bases for program-enhancement funds requested through the planning process. The basis for approving an extra funding proposal was its contribution to the total Educational Plan. Detailed requests for funds from the university program-enhancement pool and extraordinary-inflation pools were due February 1978. While units were engaged in preparing objectives, program plans, and enhancement-pool funding requests, the staff of the provost's office developed estimates of income for the three-year planning period and prepared a series of planning reports to aid the work of UPAC.

During regular weekly meetings, members of UPAC and the committee support staff presented proposals for student-fee increases, faculty and staff compensation, and various program changes resulting in reduced budget expenditures. Through this process, the expenditure requirements and income estimates for the coming year were developed, and the size of program-enhancement pools was determined.

During February and March, subcommittees of UPAC reviewed funding requests from planning units and presented recommendations to the full committee. The committee then prepared a final list of proposals that were consistent with the University Mission Statement and the general university goals set forth in the Educational Plan. Members of UPAC each ranked the final proposals, and the composite rankings were used to fund as many of the high-priority proposals as the program-enhancement pools would permit.

By April the University Plan was submitted to the president and trustees. The initial planning process for units and the university was thus concluded. The 1978-79 budget was announced, contracts were issued, and expenditure budgets were prepared. This set the stage for implementing the first plans for unit programs. Also concluded during the first planning year were the preparation of a campus master plan and the biennial capital appropriation requests. Appropriation requests were sent to the Ohio Board of Regents by June 30.

1978-1979—The Third Year of Planning

The planning activities of 1978-79 reflected experiences and processes from the first two years. These activities included implementing and evaluating the first unit-program plans (which were fashioned during the second year of the planning process) and refining the planning system based upon the previous years' experiences. Many modifications to the process of the second year of planning emerged from a series of UPAC evaluation sessions held in June 1978 after the budget plan was completed. As a result of these sessions, six tasks were suggested to improve the process in the third year.

Task 1: Planning Review of Institutional Structure.

The University Planning Advisory Council review of program objectives and proposals prepared by individual budget units often identified similarities of missions and overlaps of proposed new programs. Although significant shifts in both program emphasis and resource redistribution had often taken place among departments within broader planning units, the original planning process did not provide for shifting of resources among planning units. This seemed an impediment to accomplishing broader institutional missions as set forth in the Educational Plan.

Since the planning review process was by design separate from the formal institutional management structure, questions about reallocating resources among planning units frequently led to the consideration of alternate administrative structures. With the diminished prospects for incremental resources through enrollment growth came the realization that structural changes represented an increasingly important source of resources for new and revitalized program missions.

During the 1977-78 program-planning cycle, some 20 possible modifications to current administrative procedures and structures were proposed. Two of the proposed modifications were implemented because they represented a potential for significant savings and because they were expected to lead to enhanced program effectiveness. The implementation, which was conducted by UPAC subcommittees, indicated that the planning process needed to facilitate the administrative procedures and structure.

A subcommittee of UPAC was named and in September 1978 began studying the issue of structural reorganization, clarifying the mechanisms to overcome the major obstacles, and developing procedures for incorporating these strategies into the formal planning process. Professor Gary Schumacher, chairman of the psychology department and a former UPAC member, chaired this nine-member task force. The task force presented its findings and recommendations to UPAC by the end of the 1978-79 academic year. (Findings were not yet available at this writing.) These task-force recommendations will become the bases of proposals for structural reorganization to be formulated by UPAC during the 1979-80 academic year. (The composition of the committee, its task, and the framework in which it has functioned are presented in appendix VI.)

Task 2: Using Planning Information in the Decisionmaking Process.

The first year with the program planning process confirmed the need for relevant planning information and sharpened the focus of the specific procedures required to present and utilize this resource. Large quantities of planning information and management analyses had long been available but had not necessarily been useful for the decisionmaking process. A year's experience with a formal planning process demonstrated the need for institutional program planning that was explicit and comprehensive and that emphasized the interdependence of academic programs and the linkage of departmental planning data with institutionwide forecasts.

In the past, numerous management reports had been disseminated intermittently. These reports dealt with specific topics, such as student headcount enrollments, and contained both actual historical information and short-term forecasts. Unfortunately, information relevant to specific program decisions was often scattered through several different reports. Including historical data and projections subject to revision also created some confusion. Furthermore, forecasts were limited to single-number projections rather than a so-called best estimate accompanied by a range of probable estimates.

To address this problem, the director of information systems developed a general strategy for collecting information for planning. As he stated in a working paper (Ohio University 1978):

> Planning data and the analysis and presentation of management information, although essential foundations for planning, are not the primary ingredients of the planning process. They provide the framework against which critical assumptions about the future are tested and a feedback mechanism for judging progress toward goal attainment. An information base for planning should be regarded not as an event but as a continuous process which aids in monitoring the planning cycle. The dynamic nature of the planning process and the often vague statement of initial program aims (which are later sharpened and refined through successive iterations) make it difficult and perhaps undesirable to specify in advance the specific kinds of data needed for planning. The information and data requirements of the planning process will likely differ among the various administrative levels where planning decisions are focused. Each level will have its unique information needs and these will change as the planning function evolves.

The director of information systems also concluded that

> a seemingly more fruitful initial approach would be to create a generalized data management system which integrated specific data from ongoing operational data systems (student registration, payroll, personnel and accounting) making possible the preparation of specifically focused planning reports tailored to the information needs of various decision points.
>
> Since information and data that support the planning process are regarded as important considerations for planning, the irrelevance or inadequacy of planning data is often seen as a major reason for the extent to which planning efforts failed

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to achieve anticipated results. This created unnecessary frustration for the planning support staff. A typical result was that large amounts of seemingly important but practically useless data were collected and presented to planning participants. The end result was that the planning data often obscured rather than facilitated the process.

At Ohio University, an approach which seems to have afforded a balance between "no data" and "too much of the wrong data" has been to concentrate on developing the capacity to produce relevant analyses quickly and specifically in response to requests from planners and decisionmakers. This is made possible by the creation of an archive data base constructed at a standard reference date each enrollment period. Pertinent data elements are extracted from the transaction oriented University systems, assigned a common program classification code and added to the planning data base. This step may also involve various intermediate data aggregations. For example, student major concentrations are grouped into larger major clusters with greater statistical stability for forecast purposes.

The common program classification codes permit the combination of data elements from various transaction oriented data bases as well as the higher level of data aggregation. When the archive data base is sorted, using these codes as sort keys, simple but pertinent reports can be produced easily by various software packages and utilities such as SPSS, SAS, DYL-260, etc. Extraneous information can be deleted from computer generated reports, and management summaries can be prepared with appropriate tabulation and interpretative comments.

As a result of this general strategy, three methods were proposed for improving the use of analytical data for program planning.

Subtask a: Compendium of Historical Information for Planning. To improve historical information for planning, a computerized compendium of departmental planning information was developed. The major objectives were to relieve planning units of the burden of assembling planning data and to assure members of UPAC that relevant planning information was uniformly available for all units. The format for the compendium was presented to UPAC for critique in October, and computer programming for the project was completed by November 30. A set of institutional profiles was prepared from the compendium and reviewed by the provost and the planning staff; suggestions were incorporated. Copies of the compendium were prepared for all planning-unit program officers and members of UPAC for use in the current planning process. (Samples are included in appendix VII.)

Subtask b: Planning Forecast Profiles. In the preceding year, enrollment forecasts were limited to total university projections and provided the basis for revenue estimates. The experiences of the first year of planning identified the need for more detailed forecasts. These forecasts would help units develop staffing plans, provide background information for the review of position vacancies, and support plans to reduce certain three-year programs proposed during the 1977-78 planning review process.

A Markov student flow model (Wing 1974) was developed to prepare headcount-enrollment projections for each student major. These headcount projections were applied to student course-load profiles (an induced course load matrix) developed from the most recent student registration data to estimate student credit-hour demand required from each department.

Subtask c: Strategies for Decisionmaking. A frequent criticism of the planning process during the 1977-78 academic year was that it focused primarily upon the budget-building process and promoted planning activity concerned with immediate or short-range issues. A planning retreat was held October 27 for the purpose of discussing this limitation. At the retreat, a staffing model was selected and a process outlined for using planning parameters in the assessment, evaluation, and decisions.

Student-course profiles, like the ones forecast in task 2b, were used to project staffing needs for a six-year period through 1984 under varying assumptions of student enrollment. Staffing projections were prepared for all planning units. Individual review sessions were held by the provost for the budget directors of all planning units. These sessions were expected to result in the adoption of staffing goals for each planning unit and to provide the general framework for program planning over the next four years.

Task 3: Planning Unit Feedback.

The initial implementation of the program-planning process was characterized by extensive formal communication describing the process and calling for program mission statements, objectives, and proposals for new programming or program modification. Occasionally UPAC requested that proposed goals or plans that were incomplete or unacceptable be resubmitted. Most program goals were accepted, but little formal feedback was provided to individual planning units. Generally, the most explicit evidence of agreement and acceptance by UPAC was the funding of a relatively small number of proposals for new programs or enhancement of existing programs. In task 3, UPAC subcommittees were formed as a means of providing this feedback. In September and October they met with planning-unit participants to review and evaluate departmental goals and plans submitted in the first planning year. (See appendix IV for Guidelines to Task Forces, assignments, and a sample task-force evaluation report.) From these sessions, UPAC discovered that accurate formal documentation of its past deliberations was inadequate and that changes in the membership of UPAC or departmental planning groups had complicated the feedback process. As a result, task forces have now prepared written summaries of the UPAC evaluation for the current year and will make these available to planning units.

Task 4: Revising the Formal Process Description.

To broaden the scope of participation and to bring new ideas into the planning process, UPAC was structured so that approximately one-third of its membership would change each year. This requires that members learn about the various and ongoing process changes. Program-planning personnel who have assumed new responsibilities for departmental administration and planning also require a current description of the entire program-planning process. The task of documenting changes in the planning process was accomplished during the orientation of task-force members in September 1978. Planning forms and instructions were revised, and task-force members were encouraged to review the revised procedures with all planning-unit participants during those sessions that had been established to provide feedback throughout the year.

Task 5: Streamlining Requests and Clarifications of Instruction.

Requests for information and data from planning participants are often excessive. This, coupled with vague or incomplete instructions, may elicit proposals that lack both a uniform format and a clear indicaton of planning-unit priority. In this task, all planning forms used during the first year were reviewed. Requests for detailed budget and staffing summaries were deleted, and instructions were clarified. (UPAC members and planning-support staff agreed that this consistency among proposals made the UPAC evaluation easier to assess the following year.)

Task 6: Coordinating a Review Process for New Programs with University Curriculum Committee.

The university curriculum has for many years been the focal point of academic program review. Proposals for new programs or for significant revision of existing programs had been submitted to the appropriate subcommittee of the Curriculum Council. Numerous proposals for new programs were submitted to UPAC for funding in the previous planning cycle without prior evaluation and approval of the Curriculum Council. This practice posed significant procedural difficulties for both groups. Coordinating more closely and sharing information was clearly important. In task 6, procedural mechanisms were considered to avoid the conflicting and overlapping committee assignments.

Among the actions taken or proposed during the current year were (1) to limit the funding of new proposals not previously approved by the Curriculum Council to planning or provisional start-up costs, (2) to share periodic program-review reports prepared by subcommittees of the Curriculum Council with UPAC members, and (3) to provide that the chairman of the Curriculum Council also be a member of UPAC.

Identifying specific tasks for the third year affirmed the need for a planning process that was flexible and dynamic. Some changes were superficial (that is, they did little to alter the fundamental outcome of the process). Revisions were regarded as important in sustaining participants' enthusiasm.

Other changes, such as developing a long-range staffing plan, were more significant. The adoption of an approach to staff planning between the directors of various planning units and the provost's office staff will set the stage for much of the planning activity for the coming year.

During the UPAC sessions devoted to reviewing revenue estimates and tentatively allocating incremental funds to planning pools, considerable discussion focused on the spending authorizations approved for units during the preceding planning cycle. In

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many instances, these differed from the planning-base authorizations presented to UPAC for the current planning year. Some of these discrepancies were attributed to variances in the estimated and actual cost of planning proposals. Others were due to the funding by the provost of ongoing commitments from the University Reserve. In the latter instances, budget problems were identified during the summer months after the planning recommendations by UPAC had been completed.

Few objected to the prerogatives for fiscal management exercised by the provost and the president. However, some UPAC members requested that these differences be reconciled before the next iteration of the planning process. Consequently, a computerized system for monitoring control totals was devised. This system begins with the budget allocations recommended by UPAC and approved by the president and trustees in April. The system tracks the evaluation of spending authorizations from the final planning report through the development of detail budgets for the university accounting system. From it a cumulative summary of unit charges is available for use during the UPAC activities of the upcoming year. (A schedule of the planning process for 1979-80 that occurred during the 1978-79 academic year is included as appendix VIII.)

Assessment

1976-1977—The First Year of Planning

Whether or not an institution is ready to change its planning process depends on two primary considerations. First, there must be a general recognition or expectation that planning will enable the institution to function more successfully and effectively or to be less devastated by events of the future. Second, past events must be carefully reviewed to anticipate any negative aspirations or attitudes that could inadvertently be transferred to the new planning process.

Throughout the first year of planning at Ohio University, the provost and his staff systematically assessed the university structure, previous planning efforts, policies, and so forth. Demographic analysis of high-school enrollments and the study of changing college-enrollment patterns pointed to a precipitous enrollment decline in the decade of the 1980s. Review of existing staffing patterns, excess physical-plant capacity, and current distribution of resources confirmed the belief that Ohio University should be better prepared to meet the challenges of the future.

As stated in *A Handbook for Institutional Academic and Program Planning*, the first phase in developing a planning process involves "identifying and describing the context for planning" (p. 16). The first year of planning at OU was designated for this purpose. The following projects were completed:

1. Environmental Statements (completed by February 1977)—five research reports describing the major environmental factors influencing Ohio University during the next 10 years. Discussed were major educational trends, characteristics of students in higher education for the next decade, financing of higher education,

employment opportunities for college graduates, and recommendations for higher education.

2. The Educational Plan 1977-1978 (completed by October 1977)—served as the general guide to the plan at the university as reflected in
   a. A Mission Statement for the University (approved by the board of trustees on January 15, 1977), which affirmed the general roles and missions of the university
   b. A Statement of Goals and Directions for Ohio University (approved by the board of trustees in late June 1977), which translated the mission statements for the five instructional and four administrative units into long-range goals
   c. A convocation by President Charles J. Ping in September 1977, in which he consolidated the goal statements into six commitments for Ohio University for the coming decade
3. Institutional/Supporting Plans—areas requiring (or that may require) special study to provide adequate guidance to ongoing program planning. One institutional supporting plan completed was the Residence Hall Plan, which allowed the dormitory system to meet debt requirements without a special debt subsidy. A second institutional plan involved a revision of a 1966 campus master plan (also included was a facilities plan, which detailed planning steps on a biennial basis).

The 1976-77 planning year was a year of planning to plan. The early planning retreats involved only the senior administrative staff and the president had assigned the provost the task of designing the planning process. A long-standing tradition of decentralization and broad-based consultation had characterized administrative decisionmaking at Ohio University. During the first planning year, some suspected that the new planning process would lead to more autocratic decisions and less opportunity for participation in decision-making. These suspicions were no doubt fueled by the budget and staff reductions resulting from earlier fiscal crises.

Many were concerned by the environmental impact statements that attempted to identify the major trends affecting higher education in the next decade. The quality of the statements was uneven, and there was considerable doubt that they could address all the factors that would affect planning activities at Ohio University. The individual goals statements that were written during the spring quarter seemed to neutralize most of the remaining negative attitudes. The goals statements were generally well written. In addition, the goal authors and readers assigned to all nine categories represented a broad spectrum of the faculty and administration. The presentation to the trustees of the Educational Plan signaled the conclusion of the first year's activity and demonstrated that the university was committed to the new planning process.

1977-1978—The Second Year of Planning

The new planning process at the planning-unit level was implemented during the 1977-78 academic year. A handbook describing the process was prepared and distributed, UPAC members were selected, and 21 planning units were identified to represent the major organizational entities of the university. Throughout the fall and winter quarters, planning units prepared objectives, statements, program plans, and requests for enhancement-pool funding. Meanwhile, UPAC members and the staff of the provost's office were evaluating enrollment forecasts and revenue estimates and estimating the resource requirements for staff compensation, planning-enhancement pools, and continuing base budget requirements. The initial implementation of the planning process was concluded on April 15 when the budget plan for the 1978-79 fiscal year was submitted to the president and trustees.

The planning process was implemented essentially as proposed. In June 1978, the University Planning Advisory Council assessed the 1977-78 planning year and identified weaknesses in the planning process.

Six specific planning tasks were proposed to address various weaknesses encountered during the implementation of the initial planning process. Major policy-related tasks undertaken were (1) developing strategies to deal with changes in university structure and the shifting of resources among organizational units, (2) using information and data in strategic decisionmaking, and (3) coordinating the respective roles of the University Curriculum Council and UPAC concerning new program proposals.

Additionally, three procedural tasks were undertaken to expedite the work of UPAC and various planning unit participants. These involved (1) review and update of the formal process description to reflect recent changes and improve communication with new planning participants, (2) a streamlining of requests for information to relieve participants of unnecessary paperwork and to speed up the process of proposal review, and (3) the development of a feedback mechanism to inform planning unit personnel of the status of the planning process at various intervals.

The initial experience with the current planning process focused primarily on the ensuing fiscal year. Uncertainty attendant upon the statewide budgeting precludes detailed fiscal planning that spans biennial state budget cycles. Clearly, multi-year planning is vital but the degree of program specificity, especially the budgetary aspects of plans, requires program proposals that differ in terms of degree or detail. Consideration of the procedures that facilitate this multi-year emphasis are the responsibility of the full membership of UPAC.

1978-1979—The Third Year of Planning

The context for planning decisions must become increasingly responsive to constraints operating in the state and nation, the evolving character of the campus, and the changing educational needs of students. Each of these factors exerts important and often countervailing forces on the process of decisionmaking. Consequently, the process used to formulate effective planning strategies must recognize these forces and optimize or neutralize their impact on planning outcomes.

A critique and evaluation of the activities of the current year were conducted at a retreat held on August 15, 1979. In addition to the regular members of UPAC, those who would be serving in the coming year also attended. This overlap in membership participation helped orient new members and provided a context for evaluating suggestions for improving the planning process (suggestions often proposed by those UPAC members whose term of service was just completed).

Review of Major Planning Tasks.

At the retreat, UPAC members and planning staff commented on the significant planning events of the 1978-79 year. Their discussion indicated that the planning process of the past year had functioned reasonably well. They identified the following activities or experiences as highlights.

The Fall Retreat (October 1978). This day-long meeting initiated the planning process and invited discussion of such topics as strategic planning or positioning, staff planning, and enrollment-forecasts.

UPAC Planning Unit Task Forces. The UPAC subgroups and task forces that worked with individual planning units were regarded as important to the planning process for 1978-79. The task forces helped units prepare proposals and discussed evaluation criteria. As a consequence, the proposal formats were more uniform, which in turn expedited the review process.

Structural Review Subcommittee of UPAC. The preliminary work of the Structural Review Committee was considered a major activity that could contribute significantly to successful planning at Ohio University. The committee was told to continue throughout the coming year.

Proposals for Change. The evaluation discussions identified several problem areas that might be the basis for formulating new planning process tasks for the 1979-80 planning year.

Proposal Evaluation. The general procedure for evaluating planning-unit proposals was to have UPAC task forces screen all proposals and recommend selected proposals for final disposition. However, the past year had demonstrated that occasionally individual UPAC members disagreed with the screening decisions. Therefore, an agreement was made to permit UPAC members to introduce proposals that had been rejected by task forces. In fact, several proposals introduced by UPAC members received funding. Retreat participants speculated that worthy proposals could be unfairly screened out at the task-force level, and they asked the planning staff to formulate a procedure to overcome this limitation. Possibilities considered included rotating assignments to UPAC task forces (so that no UPAC member would serve on the task-force reviewing proposals from a given unit for two consecutive years), a specific UPAC session to examine all proposals not recommended by task force chairmen, and an appeal process for planning unit personnel.

Differentiation among Planning Pools. At first, program-planning funds were allocated to three planning pools: (1) an extraordinary inflation pool, to assist with problems caused by dramatic unanticipated changes in such expense categories as energy, and postage; (2) Pool I, for proposals that addressed funding problems in existing programs; (3) Pool II, intended as risk capital for new programs or directions not possible from existing resources.

In practice, it was often difficult to determine the categories appropriate for a given proposal. As a result, UPAC decided to consider all proposals jointly. Units had difficulty deciding which needs to address, when new program proposals with broad institutional appeal were pitted against pressing ongoing program needs.

Noncompensation expenditure categories such as supplies, equipment, and travel have not been systematically funded at Ohio University for several years. The current planning process, with its allocation of incremental funds to specific proposals, has not recognized the erosion in unit capability to offset the effects of inflation.

Retreat participants suggested that units submit only funding proposals for extraordinary inflation. Funding of increases for non-personnel costs is proposed for all units through an allocation process similar to the one used for salary increases. Alternatives for allocation will be proposed to UPAC by members of the provost's planning staff.

Evaluation of Long-range Effects of Planning Decisions. While UPAC task forces are charged with monitoring the use of planning funds awarded to units, little formal UPAC consideration has been devoted to assessing program outcomes over time. Proposals funded by UPAC often involve substantial long-range financial commitment for personnel. For example, the funding of a tenure track position may establish obligations that become extremely difficult to change when justification for the original proposal dissipates.

Retreat participants suggested limiting the proportion of available planning funds that may be authorized for personnel expenditures and placing conditions upon funding approvals that require program review and evaluation as a condition of ongoing support.

Relationship of Funding Sources and the Planning Process. Currently the planning process is limited to allocating general-fund resources. Total resources available to planning units often include restricted and unrestricted income, income from auxiliary operations, and general-fund resources allocated from other planning units. General-fund resources involve the distribution of resources for faculty research allocated by a university committee, the distribution of graduate and undergraduate student aid, and the distribution of funds for special programs such as experimental and developmental education, tutorial resources for honor students, and so forth.

A consistent relationship should exist among the various allocations for these resources. The nature of the existing procedures for allocation should be explored and, if necessary, modified to strengthen and reinforce the formal planning process. The allocation systems used for various resources should have a synergistic or reinforcing effect on UPAC activities and not be viewed by planning units as an alternative to the formal process.

UPAC Involvement in Staff Planning. The need for a systematic staff planning process became apparent at the fall 1978 UPAC retreat. Developing and initially implementing the process are the responsibility of the provost and the planning staff. Requests to fill position vacancies and to review the budgetary impact of proposed changes in staffing patterns are viewed by planning-unit directors as managerial tasks and not primarily as planning activities. Indeed, many of the unit planning officers are not the senior administrative officials of planning units. Staff planning and routine administrative management functions are so inextricably linked that staff planning has naturally proceeded along regular administrative channels rather than through the planning process and UPAC.

This practice, which has been questioned by various UPAC members, will be discussed at length as specific planning activities are formulated for the coming year. (It has been suggested the UPAC task forces be involved in staffing discussions between the provost and major budget directors with periodic briefings for the full UPAC.)

Two years' experience with the current planning process confirms that resources will have to be redistributed if programs are to be enhanced or added. The last major component of the planning process to be implemented is the six-year staffing plan. The results of this activity will guide future UPAC decisions about resource allocation and staff authorizations.

At the inception of the planning process, the administration anticipated that Ohio University could expect two or three years of stable enrollment and resources with perhaps modest increases in incremental income. The arrival of the 1980s and a period of prolonged enrollment decline will place new strains on the planning process just initiated. Until now, reducing a significant number of staff positions has not been required. Recurring discussions about the need for effective staff-planning procedure seem to have set the stage for the activities of the coming years.

A staff-planning process has been proposed and discussed extensively by members of UPAC, the vice-presidents, the council of academic deans, and leadership of the faculty and administrative senates. Implementation started with preliminary conferences between the planning officers for each planning unit and the staff of the provost's office. These conferences were concluded in July, and planning-unit officers prepared tentative program and staffing plans for presentation in October. (A description of the staff planning process that was distributed to planning units and included preliminary staff projections based upon anticipated changes in enrollments is presented in appendix IX. Appendix X contains instructions to planning units for preparing staff planning documents and the timetable for completion during the 1979-80 academic year.)

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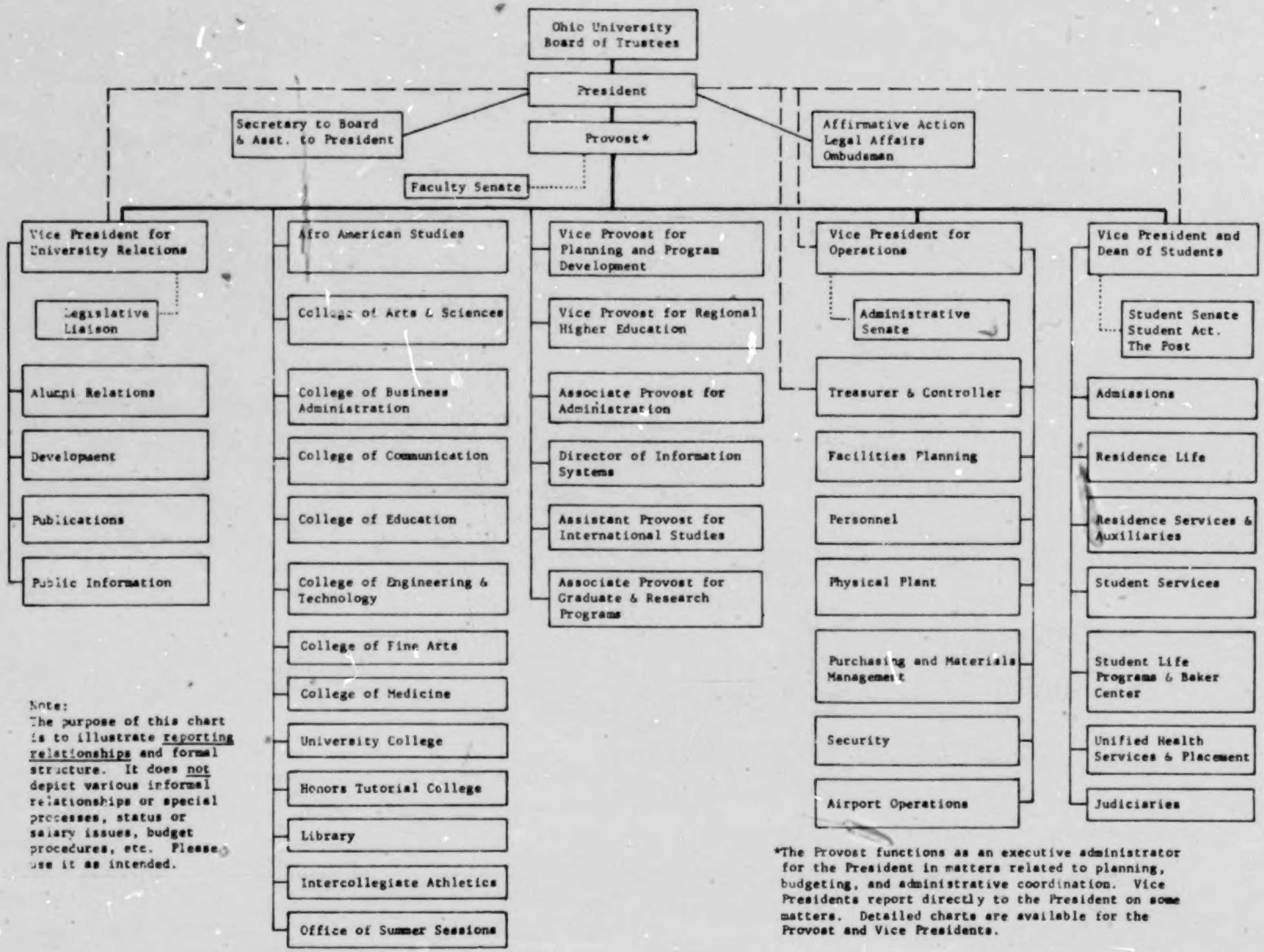
APPENDIX I

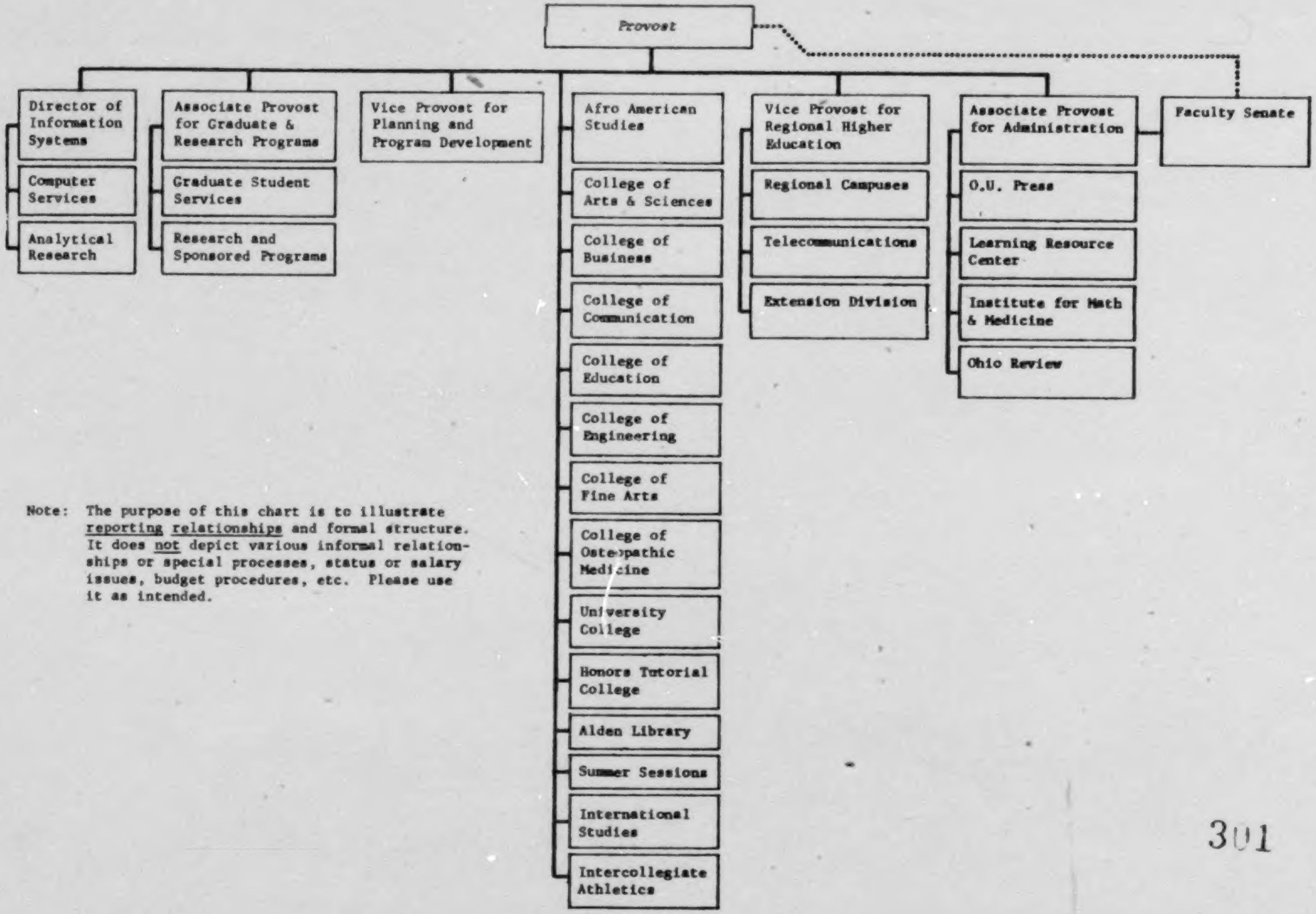
Organizational Chart for Ohio University

July 1, 1978


Ohio University Board of Trustees
President
Secretary to Board & Asst. to President
Provost*
Affirmative Action Legal Affairs Ombudsman
Faculty Senate
Vice President for University Relations
Legislative Liaison
Alumni Relations
Development
Publications
Public Information
Afro American Studies
College of Arts & Sciences
College of Business Administration
College of Communication
College of Education
College of Engineering & Technology
College of Fine Arts
College of Medicine
University College
Honors Tutorial College
Library
Intercollegiate Athletics
Office of Summer Sessions
Vice Provost for Planning and Program Development
Vice Provost for Regional Higher Education
Associate Provost for Administration
Director of Information Systems
Assistant Provost for International Studies
Associate Provost for Graduate & Research Programs
Vice President for Operations
Administrative Senate
Treasurer & Controller
Facilities Planning
Personnel
Physical Plant
Purchasing and Materials Management
Security
Airport Operations
Vice President and Dean of Students
Student Senate Student Act. The Post
Admissions
Residence Life
Residence Services & Auxiliaries
Student Services
Student Life Programs & Baker Center
Unified Health Services & Placement
Judiciaries

Note:
The purpose of this chart is to illustrate reporting relationships and formal structure. It does not depict various informal relationships or special processes, status or salary issues, budget procedures, etc. Please use it as intended.

*The Provost functions as an executive administrator for the President in matters related to planning, budgeting, and administrative coordination. Vice Presidents report directly to the President on some matters. Detailed charts are available for the Provost and Vice Presidents.


Provost
Director of Information Systems
Computer Services
Analytical Research
Associate Provost for Graduate & Research Programs
Graduate Student Services
Research and Sponsored Programs
Vice Provost for Planning and Program Development
Afro American Studies
College of Arts & Sciences
College of Business
College of Communication
College of Education
College of Engineering
College of Fine Arts
College of Osteopathic Medicine
University College
Honors Tutorial College
Alden Library
Summer Sessions
International Studies
Intercollegiate Athletics
Vice Provost for Regional Higher Education
Regional Campuses
Telecommunications
Extension Division
Associate Provost for Administration
O.U. Press
Learning Resource Center
Institute for Math & Medicine
Ohio Review
Faculty Senate

Note: The purpose of this chart is to illustrate reporting relationships and formal structure. It does not depict various informal relationships or special processes, status or salary issues, budget procedures, etc. Please use it as intended.

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APPENDIX II

Program Planning Units

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PROGRAM PLANNING UNITS

(February 1979)

1. Center for Afro-American Studies
2. College of Arts and Sciences
3. Athletics
4. Business Administration
5. Communications
6. Education
7. Engineering and Technology
8. Fine Arts
9. Graduate College
10. Health and Human Services
11. Honors Tutorial College
12. Information Systems
13. Institutional Services
    - Institutional Administration
    - Learning Resources
    - Legal Affairs
    - Ohio University Press
14. International Studies
15. Library
16. College of Medicine
17. Operations
18. Regional Higher Education and Outreach Services
    - Continuing Education
    - Telecommunications
19. Student Affairs
20. University College
21. University Relations

APPENDIX III

Guidelines for Development of Planning Unit Objectives

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Instructions for Completing

Planning Form 1

PROGRAM PLANNING UNIT OBJECTIVES

1. Each planning unit will prepare objectives designed to implement goals and directions of the University as described in the Educational Plan. General guidelines for their preparation are included in Appendix IV of the planning process description published by the Office of the Provost.

2. Objectives are to be listed concisely according to priority. They should normally be completed or well begun during the three year planning cycle and some clear indication as to timing of activity during the planning period provided. While terse, every effort should be made to make these objectives cogent and persuasive.

GUIDELINES FOR DEVELOPMENT OF PLANNING UNIT OBJECTIVES

While one dictionary refers to a goal as "the result or achievement toward which effort is directed; aim; end," for the purposes of planning we will describe "goal" as a positive statement about desired end results.

Goals then are something that you strive to attain. They are in fact a directing force toward which every evolving institution should work and they then become a basis for planning and decision-making.

It therefore behooves every major institution to continually review its general program in relation to its goals. Such an analysis should guide each department in setting priorities that will match those in an overall University plan.

A program objective then becomes a desired result. It should then be clear, measurable, and capable of being completed within a reasonable period of time.

Its characteristics are:

- it should relate to an overall University goal
- it should be measurable
- it should specify method of measurement and criteria for evaluation of end result
- it should state the amount of time needed for implementation
- it should state resources that are needed

In summary, objectives are the specific means by which each planning unit may respond to new directions or improvements in current programs.

The Office of the Provost is preparing additional materials to provide guidance to planning units as they develop statements of objectives. This material will be reviewed with the planning officers in the near future.

While planning units need not prepare new program objectives each year for review and evaluation of UPAC, annual updates are encouraged to reflect changes in program emphasis. The statement of program objectives on file in the Provost's Office will provide the framework for planning proposal review.

APPENDIX IV

Guidelines for Submission of Planning Proposals and Criteria for Proposal Evaluation

Format for Pool I, Pool II or Extraordinary Inflation Proposals

1. Brief statement of major program objectives and the relation of proposal to those objectives (3 to 4 sentences).

2. Brief description of the need or proposed activity and an estimate of the costs (5 to 10 sentences).

3. Description of how the proposal has been integrated into the long range plans of the unit and the extent to which the unit is willing to commit, if possible, its own resources to support the activity/project (5 to 10 sentences).

4. Benefits or improvements expected to accrue to the program/unit/University if the proposal is funded (3 to 4 sentences).

5. How benefits can be evaluated - a statement of the qualitative or quantitative measure which will be used to evaluate the degree to which the expected benefits were obtained (2 to 3 sentences).

6. If two or more proposals are submitted by a unit, the proposals must be presented in rank order. It is expected that approximately 30% of the total funds will be available for Pool I, 60% for Pool II and 10% for Extraordinary Inflation. Planning units are expected to indicate whether the primary focus of a particular proposal is for Pool I, Pool II or Extraordinary Inflation. The total amount requested by each planning unit cannot exceed 3% of its budget base.

7. In addition to submission of Pool I, Pool II and Extraordinary Inflation proposals, units are also encouraged to submit a brief outline of significant program changes which are planned through use of existing resources.

Criteria for Evaluation of Pool I and Extraordinary Inflation Proposals

1. For Pool I and Extraordinary Inflation proposals, there must be a clear demonstration that efforts have been made to solve the problem and that solution is beyond the financial capability of the units. Proposals which include commitments for partial solution through re-allocation of existing resources are encouraged.

2. It must be demonstrated that funding of the proposal will result in long range positive benefits to Ohio University.

3. There must be a clear demonstration that funding of the proposal will achieve at least one of the following:

   A. Maintenance of Ohio University's ability to recruit or retain high quality graduate and undergraduate students.

   B. Maintenance of the quality of scholarship, education and/or life at Ohio University.

   C. Maintenance of income, or reduction of costs at Ohio University.

Criteria for Evaluation of Pool II Proposals

All proposals are expected to demonstrate that, if funded, they would meet at least one of the following three criteria:

1. Improve Ohio University's ability to recruit and/or retain high quality graduate and undergraduate students.
2. Increase the quality of scholarship, education and/or life at Ohio University.
3. Increase income or reduce costs at the University.

To the extent possible, proposals should also:

1. Demonstrate the long range positive effects which will result. e.g. How will the funding of a particular proposal continue to benefit Ohio University 8 to 10 years from now.
2. Demonstrate how existing resources will be better utilized or put to new uses. Proposals should also include, where possible, plans for re-direction of the human resources of the University. e.g. Faculty and staff development by assignment to permit individuals preparation time to teach other courses or work in other areas.
3. Include a discussion of the degree to which resources within the unit will be used to supplement the funds requested. Proposals which include commitments for reallocation of existing resources are encouraged.
4. Demonstrate, to the extent possible, how increased cooperation among departments and/or the various planning units will result if the proposal is funded.

1979-80 Planning Form
for
Pool I, Pool II & Extraordinary Inflation Requests

Program Planning Unit: ______________________________

Planning Officer: ______________________________

Application made for:
____ Pool I funds
____ Pool II funds
[✓ Extraordinary Inflation funds]

Priority ranking: ____________

Dollars requested
in this proposal: ____________

- -

Proposal

Feedback
Report of UPAC Decisions

Planning Unit: ____________________

Proposal Title: ____________________

Amount of Request: ____________________

UPAC Recommendation: ____________________

Perceived Strengths of Proposal:

Perceived Weaknesses of Proposal:

General Comments (if needed):

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Summary of Program Changes

Each planning unit is to describe in brief narrative form each of the significant changes instituted by the unit (from 1977-78 base program to 1978-79 planning parameter program). Each change should be described in terms of how it contributes to the objectives of the planning unit.

Pool I

Criteria Rating Forms

Unit: ______________________________

Proposal # ______________ Title: ______________________________

1. Extent to which unit has attempted to solve the problem.

minimal considerable

2. Long range positive benefits to Ohio University.

minimal considerable

3. Impact on recruitment or retention.

minimal considerable

4. Impact on quality of scholarship, education or life.

minimal considerable

5. Impact on income/costs.

no increased income/ no cost reduction increased income/ reduced cost

Comments: ______________________________

Pool II

Criteria Rating Forms

Unit: ________________________________

Proposal # ______________ Title: ________________________

1. Impact on recruitment or retention.

minimal — considerable

2. Impact on quality of scholarship, education or life.

minimal — considerable

3. Impact on income/costs.

no increased income
no cost reduction — increased income
reduced cost

4. Long range positive benefits.

very low — very high

5. Utilization and redirection of existing resources.

minimal — considerable

6. Reallocation or redirection of existing resources.

minimal — considerable

7. Interdisciplinary cooperation.

minimal — considerable

Comments: ____

APPENDIX V

Guidelines for UPAC Planning Unit Task Forces

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TASK FORCE GUIDELINES

September - December

Each of the initial meetings (probably in October) will involve task force members, the head of the planning unit, the unit planning officer and the Vice Provost for Planning. At these meetings:

A. Information regarding the decision process used last year will be given.

B. A discussion of the relationship between the task force groups and the planning units will take place. This discussion will include:

1. The overall planning schedule (deadlines, etc.)
2. The review procedures for evaluation of 1978-79 Pool I and Pool II expenditures.
3. The preparation format and evaluation guidelines for 1979-80 Pool I, Pool II and Extraordinary Inflation proposals.

Task force members will not become involved in proposal preparation or assumption of responsibility for proposal submission. Members also will not serve as an advocate for the particular units contacted.

December - January

Units will prepare streamlined planning information. This information will include:

A. Summary of major program objectives for 1979-80; 1980-81 and 1981-82.

B. Pool I, Pool II and Extraordinary Inflation proposals.

C. Budget data as needed for planning.

Task force members may be requested to seek additional information from Planning Units if a proposal appears to have merit, but is unclear or incomplete.

Task force members will be expected to summarize UPAC discussions regarding proposals so that feedback can be provided to each unit. These notes will be kept on file by the Vice Provost for Planning.

May

Meet with planning units to conduct final evaluation of 1978-79 Pool I and Pool II expenditures. While task force members should avoid involving themselves in the internal management of the units they contact, it is quite appropriate for them to inquire as to the extent units have reallocated their existing resources to give additional support for the Pool I and Pool II proposals. The brief one to two page written report will be submitted to the UPAC, discussed and placed on file for use in future discussions.

Task Force Evaluation Report
1978-79 Allocations
(to be completed by the Planning Unit)

Planning Unit: ______________________________

Type of Award: Pool I ____ Pool II ____

Amount of Award: $__________ Amount Requested: $__________

Objectives of the Proposal:

Outline of actual expenditures of the above award:

Extent to which unit's resources were used to supplement the above expenditures:

To be completed by Task Force and UPAC

Evaluation as to degree unit objectives were met:

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Task Force Assignments

Task Force I

Communications
Engineering
Operations
Afro-American Studies

--

Gagliano
Dorrill (Chm)
Strother
Tabler

Harrington (Res)

Task Force II

Arts & Sciences
University Relations
Institutional Services
Athletics

--

Hirschfeld
Lin (Chm)
Scott
Smith

Perotti (Res)

Task Force III

Business
Education
Honors Tutorial
University College

--

Jones-Witters (Chm)
Wilkes
Harper

Tucker (Res)

Task Force IV

College of Medicine
Fine Arts
Student Affairs
Library

--

Crowl
Stinson (Chm)
Williams

Bruning (Res)

Task Force V

Graduate College
International Studies
Information Systems
Regional Higher Education

--

Rock
Rudy (Chm)
Rollins

Kennard (Res)

APPENDIX VI

Charge to the Structural Review Subcommittee of UPAC

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STRUCTURAL REVIEW COMMITTEE

As Ohio University prepares to enter the next decade, it is imperative that a process be established to insure effective and efficient administrative procedures and structure. This process must be capable of evaluating existing procedures and structures to insure that they are capable of responding to new educational problems and demands as well as providing for the necessary support operations which make the educational programs function effectively. If existing procedures and structures give evidence of not being able to respond to the changing needs of the University, modification will have to take place. It is important to realize that any attempt to implement significant changes in existing procedures and structures will, for the following reasons, require a considerable period of time:

1. The development of a plan for procedural and structural change must: a) seek ideas and input from the University Community at large, b) be based on intensive evaluation of the existing system, c) include clear statements of the goals to be achieved and finally, d) insure open discussion and deliberation regarding the degree to which the proposed changes will actually achieve those goals.

2. The implementation of any significant modification in structure must take place over a period of time in order to: a) be least disruptive to the overall University and, b) allow for the appropriate reassignment of personnel. This may require a period of as much as two or three years.

Since this length of time may be needed and since the 1980's are rapidly approaching, it is necessary that Ohio University begin immediately to implement a process for review. The purpose of this document is to describe a specific procedure for initiating such a system of review. It includes a description of the body to begin the review process, the charge given to that body, the implementation schedule and the decision procedure.

UPAC Structural Review Committee:

A committee of nine has been appointed as a sub-committee of UPAC and is charged to carry out the initial review. This committee includes five faculty members selected from a range of disciplines, a dean of a college and three administrators. The committee will be provided essential support from the Provost's Office.

Charge

The committee is charged with identifying where modiciations in current administrative procedures and structures are needed, or, where changes in the orientation of existing structures might result in increased efficiency, effectiveness or viability of the University. There are three key components to the charge given this committee.

A. Review of Current Administrative Structures: Based on a review and evaluation of the present administrative procedures and structure of the University, initial suggestions for modification will be made. As part of the evaluation process, the Committee will be expected to make appropriate comparisons regarding administrative procedures and structures at other universities of comparable size and composition. It is also expected that in addition to making use of data currently available for evaluation of academic performance and administrative costs, the committee will devise appropriate indices for comparison and evaluation of support units. The analysis should also include consideration of the degree of overlap in the administration and delivery of both teaching and non-teaching services.

B. Committee Proposals for Procedural and Structural Change: After gathering all necessary information and making appropriate assumptions regarding student enrollments and financial resources available to the University during the 1980's, the committee is to recommend a plan (or plans) for needed changes. Accompanying this plan is to be a rationale for any change which speaks to the following points:

1. That the academic mission of the University will be better accomplished by the proposed modifications in administrative procedure and structure.
2. That the necessary support functions will be maintained in a manner in which they can be efficient and effective.
3. That there will be efficient coordination between groups carrying out support functions and the various academic units.
4. That there will be a significant improvement over the current structure in efficiently meeting anticipated University needs.
5. That there will be sufficient flexibility in meeting a range of potential situations in which the University may find itself.

C. Open Discussion of Alternatives under Consideration: There must be open discussion with affected units during all stages of the review and evaluation process. After the committee recommendations have been presented to the Provost, final discussions will be undertaken between the Provost and appropriate advisory bodies. Following these discussions, the Provost will make his decisions regarding implementation.

Implementation Schedule

Any specific recommendations by the committee are to include an outline of the implementation steps, the dates by which each step might reasonably be accomplished, a rationale indicating why this schedule will be least disruptive for individuals and the university community, and how existing structure can provide for continued efficient operation during the implementation period.

Decision Procedure

The committee is to make its report in a written form to the Provost. The Provost in consultation with the UPAC, Dean's Council and other appropriate bodies will decide whether to accept and implement the recommendation(s).

APPENDIX VII

A Compendium of Historical Information for Planning

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OHIO UNIVERSITY

Inter-Office Communication

DATE December 27, 1978

TO Members of UPAC, Vice Presidents and Academic Deans

FROM Charles F. Harrington, Director, Information Systems

Charles Harrington

SUBJECT Profile of Historical Planning Data

Planning information and management data analyses have long been available in large quantities at Ohio University. However, a year's experience with our present planning process has demonstrated the need for more systematically available departmental planning data.

Formerly, an array of management reports with general relevance to the planning process had been disseminated on an intermittent basis. These reports dealt with specific topics such as student headcount enrollments and contained both historical information and projections. A major difficulty with their use was that related information relevant to specific planning decisions was often contained in several independently issued reports. In addition, the reports contained both historical data that was static and projections that were subject to continuous revision.

An initial phase of an ongoing effort to improve the availability and use of relevant data in the planning process has resulted in the preparation of a computerized compendium of historical planning data. The data profiles for each academic department, college level summaries and the University summary are presented herein for your review and critique. A complete set of profiles and associated summaries has been prepared for each planning unit.

The information presented in these departmental profiles and associated summaries pertain only to credit generating academic budget units. Hence, there are no profiles for units such as the Child Care Center or the Dean's Office within the College of Education, nor are data for these units included in the college level or University summaries.

An effort is presently underway to identify information and data for non-instructional units that would aid the planning process. Assistance and suggestions regarding available and helpful information for inclusion are earnestly solicited.

Description of Historical Profiles. The profile for each department will contain four major sections.

Section I - Students: This section contains information about students by student major. Student majors not associated with specific departments but within the college are included only in the college and University summaries.

Fall headcount enrollments and the annual number of degrees awarded during each of the past five years are reported for each student major. It is important to remember that student major in this instance is the collapsed major grouping that combines various area of concentration codes assigned by each college. This is the procedure used with the Induced Course Load Matrix (ICLM) system developed several years ago.

Individual area of concentration codes often involve less than five students and larger aggregations are necessary to achieve meaningful planning information.

Section II - Courses: The undergraduate, graduate and total student credit hours associated with each course abbreviation for a department are reported in this section. Only fall credit hour information is presented. Instructional activity in general courses such as University Professor, Honors College and other interdisciplinary programs are reported when these activities can be associated with sponsoring departments.

Also reported in this section are fall average section sizes and fall Weighted Student Credit Hours (WSCH). WSCH information is reported for both regularly budgeted instruction and instruction coordinated by the Continuing Education division.

Average section size is based only on the instructional activity funded from departmental resources and does not include Continuing Education courses. An attempt has been made to accommodate the effect of joint classes by combining data for classes scheduled for the same room at the same time. This is done by adding the reciprocal of the number of joint classes to the total number of sections before dividing the number of sections into the total enrollment.

The OU-Index reported with the class size information and elsewhere throughout the profile is simply a method of relating departmental data to the total University average. For example, a department with an average class size of 15.6 students per section and an index of .78 has an average section size that is 22% smaller than the total University average section size.

Section III - Staffing and Productivity: This section contains historical information pertaining to personnel and the activities associated with their departmental activities. The first subsection contains the annual Weighted Student Credit Hour output and both direct and fully allocated unit costs. The expenditures used in these computations are the final year-end actual expenditures and they may deviate from departmental budgets by small amounts.

The number of tenured FTE faculty for the department, including those on professional leave, and the number of non-tenured FTE faculty are reported in this section along with the percentage of the total who are tenured. These data are based upon the number of contracts in force during the fall quarter and do not include positions which may be budgeted but unfilled. The software that produces this portion of the analysis was completed during the past year and the information necessary to compute the tenure ratios was not available prior to 1977. At a later time associated faculty will be included in this section. Associated faculty are University employees who have rank (and perhaps tenure) in a given academic department but who are not budgeted with that unit.

Tenure information is meaningful only on a headcount basis. While the headcount number of faculty in this section is related to the number of FTE faculty budgeted, these two sections of the profile need not correspond directly. This results from the budgeting of positions in units other than the home department, budgeting resources for positions temporarily vacant and classifying personnel with tenure as administrative staff due to current work assignments.

The budget packets which are prepared each year for the Responsibility Accounting System included an FTE personnel summary. The budgeted FTE staffing summary contained in these profiles displays these data for the past five years. The information as submitted for each budget unit is checked and verified by the Controller's Office and, to assure comparability among all departments, the department chairmen are classified as faculty even though they may not have been classified that way initially.

The sub-section on staffing ratios includes the number of FTE students taught by the department during each fall quarter. All students are included whether or not they are ineligible for state subsidy support. Three student/staffing ratios are computed using the budgeted FTE information immediately preceding this sub-section. The first of these is the ratio of FTE students to FTE faculty. The second is the ratio of FTE students to the combined faculty and contract graduate student total. Contract graduate students were included since they represent potential teaching resources and since there presently is no convenient way to extract non-teaching GA's from the total. Teaching assignments for many graduate students often change from quarter-to-quarter and their inclusion represents the most comparable comparisons among departments.

The third staffing ratio presented in this section consists of the ratio of total FTE students to total FTE staff including faculty, contract graduate student, administrative and civil service personnel.

A comparison of budgeted teaching resources and the FTE teaching resources required to produce the actual student credit hours assuming Regents Model staffing patterns is presented in the next sub-section. The budgeted faculty only and the budgeted faculty plus budgeted graduate student total are reported in separate sections along with the number of FTE teaching staff required to match the Regents staffing models.

The final portion of the section on staffing and productivity includes a percentage distribution of faculty effort as reported by each person completing a faculty service report. To afford a measure of comparability among faculty members within, as well as among departments, the total effort represented by each faculty service report is taken as 100% of total effort and the effort associated with each activity is counted as a percentage of that total. The raw data were cumulated for department totals and for subsequent summaries so that part-time personnel contribute proportionately to the results reported.

Section IV - Expenditures: The final major section of each department profile presents actual expenditures for the most recent five year period. Included are net general operating expenditures, expenditures from rotary accounts and restricted expenditures.

The planning profile information is presently limited to the credit generating academic units. College level summaries and the total University summary are simply aggregations of the academic departments and they presently do not include support units within colleges such as the deans office and other non-teaching support budget units. It is anticipated that data for these units and for other non-instructional units will be presented in a separate report.

As the planning process evolves and as additional relevant information becomes available it will be added to the planning profiles. For example, we are presently planning to add student attrition data for each student major.

Suggestions which will improve the usefulness of these reports are encouraged.

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*************************************************************************************

REPORT NO: FARM0100                  OHIO UNIVERSITY               DATE: 12/08/78

        PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION          PAGE     1

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:                X
X 203005C                     X
X BOTANY                      X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                    ................. STUDENTS .................

                                     1973      1974      1975      1976      1977

1. FALL HEADCOUNTS BY MAJOR:


  01 BOTANY

     FRESHMAN                          34        42        39        51        75
     SOPHOMORE                         22        24        17        13        32
     JUNIOR                            24        28        26        18        25
     SENIOR                            13        15        25        23        18
       UNDERGRAD                       93       109       107       105       150

     MASTERS                           13        17        15        13        16
     DOCTORAL                          13        12         9        13        12
       GRADUATE                        26        29        24        26        28

       TOTAL                          119       138       131       131       178

2. ANNUAL DEGREES AWARDED:
     BACCALAUREATE                      7        11        17        19        13
     MASTERS                            7         9         4         8         6
     DOCTORATE                          1         1         4         2        --
       TOTAL                           15        21        25        29        19

                                    ................. COURSES .................

3. FALL STUDENT CREDIT HOURS:

     BOT
       UNDERGRADUATE                 3620      3108      2867      2795      2738
       GRADUATE                       322       282       275       330       344
         SUB-TOTAL                   3942      3490      3142      3125      3082
```

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REPORT NO: FARM0100               OHIO UNIVERSITY                  DATE: 12/08/78
        PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION          PAGE    2
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:                 X
X 2030050                      X
X BOTANY                       X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                  .................. COURSES .................

                                   1973      1974      1975      1976      1977

4. FALL WSCH (ATHENS):

     BOT                           8423      7895      7140      7329      7422

6. FALL AVERAGE SECTION SIZE:
     BOT                           20.4      19.0      16.7      15.0      17.0

     OU-INDEX                       .87       .93       .84       .75       .84

                                  ......... STAFFING AND PRODUCTIVITY ........

7. UNIT COST DATA:

     ANNUAL WSCH                  25593     24043     22131     22004     23131

     DIRECT COST/WSCH            $14.88    $16.01    $17.62    $19.16    $19.02
       OU-INDEX                    1.21      1.28      1.35      1.39      1.31

     ALLOCATED COST/WSCH         $29.12    $31.69    $33.42    $36.15    $39.18
       OU-INDEX                    1.15      1.14      1.22      1.33      1.23

8. TEACHING FACULTY:

     TENURED                         --        --        --        --      13.0
     NON-TENURED                     --        --        --        --       1.0
       TOTAL                         --        --        --        --      14.0

     PERCENT TENURED                                                       92.0

9. BUDGETED FTE STAFFING:

     FACULTY                         --     13.10     13.20     13.20     13.20
     GRAD. ASSISTANTS                --      7.00      6.00      6.60      6.39
     ADMINISTRATORS                  --      4.00      2.00      2.00      2.00
     CIVIL SERVICE                   --      2.00      1.50      1.50      1.50
       TOTAL                         --     26.10     22.70     23.30     23.09
```

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REPORT NO: FARM01CO                    OHIO UNIVERSITY                      DATE: 12/08/78

        PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION           PAGE     3

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:                 X
X 203005C                      X
X BOTANY                       X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                   ......... STAFFING AND PRODUCTIVITY ........

                                   1973       1974       1975       1976       1977

10. STAFFING RATIOS:

     FTE STUDENTS                 262.8      232.7      209.5      208.3      205.5
     FTE STD/FTE FACULTY            --        17.8       15.9       15.8       15.6
     FTE STD/FTE FAC&GA             --        11.6       10.9       10.5       10.5
     FTE STD/FTE TOT STAFF          --         8.9        9.2        8.9        8.9

11. REGENTS MODEL/DEPART. BUDGETED:

     MODEL FTE FOR ENROL          15.60      14.62      13.22      13.57      13.75

     BUDGETED FACULTY               --       13.10      13.20      13.20      13.20
     DIFFERENCE FROM MODEL          --       -1.52       -.02       -.37       -.55
     % DIFF. FROM MODEL             --      -10.30       -.10      -2.70      -4.00

     BUDGETED FACULTY & GA          --       20.10      19.20      19.80      19.59
     DIFFERENCE FROM MODEL          --       +5.48      +5.98      +6.23      +5.84
     % DIFF. FROM MODEL             --      +37.40     +45.20     +45.90     +42.40

12. % DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

     1 GEN. STUDY                   --         --         --         --        32.6
     3 BACCALAUR.                   --         --         --         --        17.1
     4 MASTERS                      --         --         --         --         6.1
     5 DOCTORAL                     --         --         --         --        13.5
       SUB-TOTAL                    --         --         --         --        69.2

STUDENT ADVISING

     1 FR/SO                        --         --         --         --         1.8
     2 JR/SR                        --         --         --         --         1.3
     3 MASTERS                      --         --         --         --         1.9
     4 DOCTORS                      --         --         --         --         2.3
       SUB-TOTAL                    --         --         --         --         7.2
```

```
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:                 X
X 2030050                      X
X BOTANY                       X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                   ......... STAFFING AND PRODUCTIVITY ........

                                    1973      1974      1975      1976      1977

ADMINISTRATION

     1 DEPARTMENT ADMIN              --        --        --        --        3.2
     2 COL/DEPT COM.                 --        --        --        --        2.2
     3 UNIVERSITY COM.               --        --        --        --         .3
     5 OTHER ADMIN.                  --        --        --        --         .3
       SUB-TOTAL                     --        --        --        --        5.7

RESEARCH

     1 UNIVERSITY/DEPT               --        --        --        --       13.3
     2 PUBLICATION PRP.              --        --        --        --        4.8
       SUB-TOTAL                     --        --        --        --       18.0


** FTE BASED ON DEPARTMENTAL FACULTY WHO COMPLETED A FACULTY ACTIVITY
** REPORT FOR FALL QUARTER.

                                   ............. EXPENDITURES ................

13. DEPARTMENTAL EXPENDITURES:
     GENERAL OPERATING           $380834   $384861   $389870   $421496   $439864
     RESTRICTED                       --    $30921    $54963    $43704    $72172
```

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X COLLEGE: X
X 203 X
X COLLEGE OF ARTS & SCIENCES X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

.... STUDENTS ....

	1973	1974	1975	1976	1977
1. FALL HEADCOUNTS BY MAJOR:					
COLLEGE TOTAL					
FRESHMAN	800	723	751	903	925
SOPHOMORE	622	460	424	437	497
JUNIOR	817	612	550	474	477
SENIOR	653	571	473	407	406
SPECIAL	6	--	--	--	11
UNDERGRAD	2898	2366	2198	2221	2316
MASTERS	432	439	426	385	389
DOCTORAL	179	167	179	182	151
GRADUATE	611	606	605	567	540
TOTAL	3509	2972	2803	2788	2856
2. ANNUAL DEGREES AWARDED:					
ASSOCIATE DEGREE	14	18	9	13	8
BACCALAUREATE	683	697	497	456	394
MASTERS	109	168	123	155	168
DOCTORATE	19	37	53	37	28
TOTAL	825	920	682	661	598

.... COURSES ....

	1973	1974	1975	1976	1977
3. FALL STUDENT CREDIT HOURS:					
COLLEGE TOTAL					
UNDERGRADUATE	113304	93032	85834	91775	95983
GRADUATE	7344	7725	8707	8562	8615
TOTAL	120648	100757	94541	100337	104598

```
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X COLLEGE:                       X
X 203                            X
X COLLEGE OF ARTS & SCIENCES     X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                          .................. COURSES ..................

                          1973       1974       1975       1976       1977

4. FALL WSCH (ATHENS):

  05 BOTANY               8423       7895       7140       7329       7422
  06 CHEMISTRY           12706      12007      10859      11116      11032
  07 CLASSIC LG           2585       2221       1526       1570       1726
  08 ENGLISH             45688      36142      31395      33827      34689
  09 GEOGRAPHY            4048       4035       3661       3936       4705
  10 GEOLOGY              4177       3845       4467       5695       4591
  11 GOVERNMENT          15367      12203      10368      11234      11002
  12 HISTORY             11859       9503       9936       8572      10483
  13 LINGUISTIC           4018       4216       4316       5495       4959
  14 COMPUTER S           2754       2130       2099       2369       2733
  15 MATH                13446      13336      13612      16222      17538
  16 MODERN LNG          17713      14168      12219      12683      12371
  17 PHILOSOPHY           9942       8671       7928       6859       7921
  18 PSYCHOLOGY          24401      21186      20887      21062      21457
  19 SOCIAL WK.           3532       3425       3224       3633       3392
  20 SOC & ANTH          11185       9769       9275       9215       9443
  21 ZOOLOGY             13818      13378      12365      12890      10749
  22 PHYSICS              8707       8906       9546       9397       9804
  26 ECONOMICS           11177       8192      10871      10414      11696
        TOTAL           225594     195237     185702     193526     198123

5. FALL WSCH (CONTINUING EDUC):
  06 CHEMISTRY             382        345        318        282        252
  08 ENGLISH                --        276        115         --         --
  11 GOVERNMENT             --         27         --         69         --
  12 HISTORY                --         --         --        226         61
  14 COMPUTER S             --         --         --        748        667
  16 MODERN LNG             18         --         --         --         --
  17 PHILOSOPHY             --         --        102         --         --
  18 PSYCHOLOGY            190        200        523       1137        187
  19 SOCIAL WK.             --         10         --         20         --
  20 SOC & ANTH            158          9        302          9        299
  21 ZOOLOGY               408        361        392        353        321
  22 PHYSICS                --         --         12         68         --
  26 ECONOMICS              61         --        267         --        287
        TOTAL             1219       1229       2033       2914       2077
```

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X COLLEGE: X
X 203 X
X COLLEGE OF ARTS & SCIENCES X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

.... COURSES ....

6. FALL AVERAGE SECTION SIZE:

	1973	1974	1975	1976	1977
05 BOTANY	20.4	19.0	16.7	15.0	17.0
06 CHEMISTRY	27.3	23.1	23.0	27.4	28.7
07 CLASSIC LG	20.4	14.3	12.0	13.2	15.3
08 ENGLISH	24.8	20.6	20.5	20.8	21.4
09 GEOGRAPHY	20.7	19.5	20.5	18.9	23.1
10 GEOLOGY	22.0	20.0	24.3	20.8	21.3
11 GOVERNMENT	38.6	29.5	30.4	29.8	27.4
12 HISTORY	25.1	20.6	20.5	15.6	20.2
13 LINGUISTIC	15.2	11.2	9.9	13.4	14.4
14 COMPUTER S	32.6	19.0	21.7	34.4	39.3
15 MATH	25.5	21.5	23.8	29.0	32.8
16 MODERN LNG	15.9	12.6	15.1	15.6	15.0
17 PHILOSOPHY	28.5	21.9	20.8	22.1	24.8
18 PSYCHOLOGY	44.6	31.0	27.2	34.8	34.0
19 SOCIAL WK.	47.2	27.3	24.0	21.2	21.0
20 SOC & ANTH	34.7	23.7	25.2	28.5	29.9
21 ZOOLOGY	15.8	24.5	20.7	24.2	18.5
22 PHYSICS	15.4	14.2	15.5	16.2	13.9
26 ECONOMICS	37.6	30.6	33.7	33.0	39.9
TOTAL	25.5	21.1	21.5	22.4	23.4
OU-INDEX	1.08	1.04	1.09	1.12	1.16

.... STAFFING AND PRODUCTIVITY ....

7. UNIT COST DATA:

	1973	1974	1975	1976	1977
ANNUAL WSCH	682071	604176	584272	594068	604826
DIRECT COST/WSCH	$13.75	$14.68	$14.46	$15.01	$15.47
OU-INDEX	1.11	1.17	1.11	1.09	1.06
ALLOCATED COST/WSCH	$28.34	$31.02	$29.74	$27.57	$34.14
OU-INDEX	1.11	1.11	1.09	1.02	1.07

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X COLLEGE: X
X 203 X
X COLLEGE OF ARTS & SCIENCES X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

.... STAFFING AND PRODUCTIVITY ....

	1973	1974	1975	1976	1977
8. TEACHING FACULTY:					
TENURED	--	--	--	--	296.0
NON-TENURED	--	--	--	--	19.0
TERM (NON-TENURED)	--	--	--	--	24.0
TOTAL	--	--	--	--	339.0
PERCENT TENURED					87.0
9. BUDGETED FTE STAFFING:					
FACULTY	--	361.90	318.90	311.23	312.20
GRAD. ASSISTANTS	--	128.80	120.10	114.38	108.57
ADMINISTRATORS	--	14.00	8.50	10.50	9.36
CIVIL SERVICE	--	47.20	40.60	37.83	38.78
TOTAL	--	551.90	488.10	473.94	468.91
10. STAFFING RATIOS:					
FTE STUDENTS	8043.2	6717.1	6302.7	6685.1	6973.2
FTE STD/FTE FACULTY	--	18.6	19.8	21.5	22.3
FTE STD/FTE FAC&GA	--	13.7	14.4	15.7	16.6
FTE STD/FTE TOT STAFF	--	12.2	12.9	14.1	14.9
11. REGENTS MODEL/DEPART. BUDGETED:					
MODEL FTE FOR ENROL	417.77	361.55	343.89	358.38	366.90
BUDGETED FACULTY	--	361.90	318.90	311.23	312.20
DIFFERENCE FROM MODEL	--	+.35	-24.99	-47.15	-54.70
% DIFF. FROM MODEL	--		-7.20	-13.10	-14.90
BUDGETED FACULTY & GA	--	450.70	439.00	425.61	420.77
DIFFERENCE FROM MODEL	--	+129.15	+95.11	+67.23	+53.87
% DIFF. FROM MODEL	--	+35.70	+27.60	+18.70	+14.60

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REPORT NO: FARM0100                 OHIO UNIVERSITY                    DATE: 12/08/78

          PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION          PAGE   97

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X COLLEGE:                    X
X 203                         X
X COLLEGE OF ARTS & SCIENCES  X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                ......... STAFFING AND PRODUCTIVITY ........

                                1973       1974       1975       1976       1977

12. % DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

     1 GEN. STUDY                --         --         --         --        31.1
     2 TECHNICAL                 --         --         --         --          .4
     3 BACCALAUR.                --         --         --         --        23.8
     4 MASTERS                   --         --         --         --         8.0
     5 DOCTORAL                  --         --         --         --         3.9
       SUB-TOTAL                 --         --         --         --        67.1

STUDENT ADVISING

     1 FR/SO                     --         --         --         --         1.5
     2 JR/SR                     --         --         --         --         1.6
     3 MASTERS                   --         --         --         --         1.5
     4 DOCTORS                   --         --         --         --         1.0
       SUB-TOTAL                 --         --         --         --         5.5

ADMINISTRATION

     1 DEPARTMENT ADMIN          --         --         --         --         3.8
     2 COL/DEPT COM.             --         --         --         --         3.0
     3 UNIVERSITY COM.           --         --         --         --         1.0
     4 UNIVERSITY GVT.           --         --         --         --          .4
     5 OTHER ADMIN.              --         --         --         --         1.0
       SUB-TOTAL                 --         --         --         --         9.0

RESEARCH

     1 UNIVERSITY/DEPT           --         --         --         --        17.1
     2 PUBLICATION PRP.          --         --         --         --         1.6
     3 EXTERNAL SPONSOR          --         --         --         --          .1
       SUB-TOTAL                 --         --         --         --        18.6
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X COLLEGE:                      X
X 203                           X
X COLLEGE OF ARTS & SCIENCES    X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                   ......... STAFFING AND PRODUCTIVITY ........

                                     1973       1974       1975       1976       1977

PUBLIC SERVICE

     1 COMMUNITY                      --         --         --         --          .1
       SUB-TOTAL                      --         --         --         --          .1


** FTE BASED ON DEPARTMENTAL FACULTY WHO COMPLETED A FACULTY ACTIVITY
** REPORT FOR FALL QUARTER.

                                   .............. EXPENDITURES ................

13. DEPARTMENTAL EXPENDITURES:
      GENERAL OPERATING     $9377826   $8867498   $8448132   $8914111   $9358625
      ROTARIES                    --    $10964-       $116      $4633      $4506
      RESTRICTED                  --    $560723    $747317    $714990    $762764
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                       X
X                                X
X UNIVERSITY TOTAL               X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                   ................ STUDENTS ................

                                    1973      1974      1975      1976      1977

1. FALL HEADCOUNTS BY MAJOR:


UNDER-GRADS
     ARTS & SCIENCE                 2898      2366      2198      2221      2316
     BUSINESS                       1212      1123      1155      1283      1421
     COMMUNICATIONS                 1560      1620      1633      1752      1800
     EDUCATION                      2682      2208      1984      2108      2134
     ENGINEERING                     559       550       616       778       882
     FINE ARTS                      1331      1150      1119      1054      1061
     UNIV. COLLEGE                  3477      2293      2088      1761      1507
     AFRO-AMERICAN                     5         8         7        16        14
     MISCELLANEOUS                     1        --         4         4        13
       TOTAL                       13725     11318     10804     10977     11148

GRADUATES
     ARTS & SCIENCE                  611       606       605       567       540
     BUSINESS                         92       130       116        74        86
     COMMUNICATIONS                  216       230       199       196       184
     EDUCATION                       347       477       514       461       469
     ENGINEERING                     104       105        94        99        79
     FINE ARTS                       210       214       190       183       170
     UNIV. COLLEGE                    11         6         4        --         1
     MISCELLANEOUS                    61        60        98       109       147
       TOTAL                        1652      1828      1820      1689      1676

T O T A L
     ARTS & SCIENCE                 3509      2972      2803      2788      2856
     BUSINESS                       1304      1253      1271      1357      1507
     COMMUNICATIONS                 1776      1850      1832      1948      1984
     EDUCATION                      3029      2685      2498      2569      2603
     ENGINEERING                     663       655       710       877       961
     FINE ARTS                      1541      1364      1309      1237      1231
     UNIV. COLLEGE                  3488      2299      2092      1761      1508
     AFRO-AMERICAN                     5         8         7        16        14
     MISCELLANEOUS                    62        60       102       113       160
       TOTAL                       15377     13146     12624     12666     12824
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                       X
X                                X
X UNIVERSITY TOTAL               X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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	STUDENTS				
	1973	1974	1975	1976	1977
2. ANNUAL DEGREES AWARDED:					
ASSOCIATE DEGREE					
ARTS & SCIENCE	14	18	9	13	8
BUSINESS	14	8	2	--	--
COMMUNICATIONS	2	5	2	2	--
EDUCATION	11	13	6	--	--
ENGINEERING	2	1	1	--	--
FINE ARTS	3	2	--	--	--
UNIV. COLLEGE	97	107	124	130	102
AFRO-AMERICAN	--	--	--	--	--
MISCELLANEOUS	1	--	--	--	--
TOTAL	144	154	144	145	110
BACCALAUREATE					
ARTS & SCIENCE	683	697	497	456	394
BUSINESS	342	361	333	309	303
COMMUNICATIONS	371	442	448	382	311
EDUCATION	1046	961	731	701	631
ENGINEERING	127	114	110	121	103
FINE ARTS	261	250	219	186	167
UNIV. COLLEGE	323	300	247	194	191
AFRO-AMERICAN	2	4	4	4	2
MISCELLANEOUS	12	12	--	2	1
TOTAL	3177	3141	2589	2355	2103
MASTERS					
ARTS & SCIENCE	109	168	123	155	168
BUSINESS	18	39	38	47	44
COMMUNICATIONS	31	65	65	55	50
EDUCATION	70	175	151	229	219
ENGINEERING	35	26	38	33	30
FINE ARTS	49	89	56	60	61
UNIV. COLLEGE	3	3	2	--	--
AFRO-AMERICAN	--	--	--	--	--
MISCELLANEOUS	17	25	39	70	89
TOTAL	332	590	512	649	661

DOCTORATE

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                      X
X                               X
X UNIVERSITY TOTAL              X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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.... STUDENTS ....

	1973	1974	1975	1976	1977
2. ANNUAL DEGREES AWARDED:					
ARTS & SCIENCE	19	37	53	37	28
BUSINESS	1	--	--	--	1
COMMUNICATIONS	15	15	7	21	12
EDUCATION	12	30	30	14	25
ENGINEERING	3	2	5	1	1
FINE ARTS	--	7	--	7	9
UNIV. COLLEGE	--	1	1	--	--
AFRO-AMERICAN	--	--	--	--	--
MISCELLANEOUS	--	2	--	--	1
TOTAL	50	94	96	80	77
TOTAL					
ARTS & SCIENCE	825	920	682	661	598
BUSINESS	375	408	373	356	348
COMMUNICATIONS	419	527	522	460	373
EDUCATION	1139	1179	918	944	875
ENGINEERING	177	143	154	155	134
FINE ARTS	313	348	275	253	237
UNIV. COLLEGE	423	411	374	324	293
AFRO-AMERICAN	2	4	4	4	2
MISCELLANEOUS	30	39	39	72	91
TOTAL	3703	3979	3341	3229	2951

.... COURSES ....

	1973	1974	1975	1976	1977
3. FALL STUDENT CREDIT HOURS:					
UNDERGRADUATE					
ARTS & SCIENCE	113304	93032	85834	91775	95983
BUSINESS	15175	13231	12437	12133	12710
COMMUNICATIONS	17102	15702	15083	14712	13606
EDUCATION	28601	23961	21959	20177	19659
ENGINEERING	7861	6864	7617	7879	8315
FINE ARTS	24704	20637	20337	18558	18266
UNIV. COLLEGE	518	542	414	435	1227
AFRO-AMERICAN	1124	704.	594	1054	1441

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                     X
X                              X
X UNIVERSITY TOTAL             X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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	COURSES				
	1973	1974	1975	1976	1977
3. FALL STUDENT CREDIT HOURS:					
MISCELLANEOUS	75	49	50	--	--
TOTAL	208464	174722	164325	166723	171207
GRADUATE					
ARTS & SCIENCE	7344	7725	8707	8562	8615
BUSINESS	1021	1456	1453	915	1259
COMMUNICATIONS	2064	2125	1691	1669	1735
EDUCATION	2615	3436	3736	3489	3559
ENGINEERING	869	802	865	904	778
FINE ARTS	2620	2699	2341	2424	2300
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	1	24	17	31	29
MISCELLANEOUS	298	248	--	112	163
TOTAL	16832	18515	18810	18106	18438
TOTAL					
ARTS & SCIENCE	120648	100757	94541	100337	104598
BUSINESS	16196	14687	13890	13048	13969
COMMUNICATIONS	19166	17827	16774	16381	15341
EDUCATION	31216	27397	25695	23666	23218
ENGINEERING	8730	7666	8482	8783	9093
FINE ARTS	27324	23336	22678	20982	20566
UNIV. COLLEGE	518	542	414	435	1227
AFRO-AMERICAN	1125	728	611	1085	1470
MISCELLANEOUS	373	297	50	112	163
TOTAL	225296	193237	183135	184829	189645
4. FALL WSCH (ATHENS):					
ARTS & SCIENCE	225594	195237	185702	193526	198123
BUSINESS	28460	26895	25567	23547	25243
COMMUNICATIONS	49527	46892	43110	42017	39565
EDUCATION	58659	52751	52177	47916	48214
ENGINEERING	31200	27611	30509	31556	32164
FINE ARTS	76930	68638	65512	62463	61340
UNIV. COLLEGE	821	830	631	651	1784
AFRO-AMERICAN	2328	1534	1304	2475	3068

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                     X
X                              X
X UNIVERSITY TOTAL             X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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	COURSES				
	1973	1974	1975	1976	1977
4. FALL WSCH (ATHENS):					
MISCELLANEOUS	1603	1305	8	575	837
TOTAL	475126	421697	404595	404729	410341
5. FALL WSCH (CONTINUING EDUC):					
ARTS & SCIENCE	1219	1229	2033	2914	2077
BUSINESS	504	341	329	779	855
COMMUNICATIONS	388	766	393	648	306
EDUCATION	901	2363	2114	1821	1017
ENGINEERING	1010	1014	636	1584	593
FINE ARTS	146	323	--	505	117
UNIV. COLLEGE	--	336	883	1478	576
AFRO-AMERICAN	--	--	--	--	--
MISCELLANEOUS	--	--	--	--	--
TOTAL	4171	6374	6390	5732	5544
6. FALL AVERAGE SECTION SIZE:					
ARTS & SCIENCE	25.5	21.1	21.5	22.4	23.4
BUSINESS	31.7	32.0	30.5	30.9	29.5
COMMUNICATIONS	20.8	21.3	19.8	18.9	18.6
EDUCATION	25.9	19.5	17.1	16.5	16.1
ENGINEERING	13.2	13.6	13.6	15.5	14.8
FINE ARTS	20.2	18.5	18.6	18.0	16.9
UNIV. COLLEGE	9.5	9.1	12.7	10.7	23.5
AFRO-AMERICAN	26.3	12.4	11.6	14.2	15.1
MISCELLANEOUS	41.0	33.7	11.0	57.0	40.0
TOTAL	23.4	20.2	19.7	19.9	20.1
OU-INDEX					
ARTS & SCIENCE	1.08	1.04	1.09	1.12	1.16
BUSINESS	1.35	1.57	1.55	1.54	1.46
COMMUNICATIONS	.88	1.05	1.00	.94	.92
EDUCATION	1.10	.96	.86	.82	.80
ENGINEERING	.56	.67	.69	.77	.73
FINE ARTS	.86	.91	.94	.90	.83
UNIV. COLLEGE	.40	.45	.64	.53	1.16
AFRO-AMERICAN	1.12	.61	.59	.71	.75
MISCELLANEOUS	1.74	1.66	.55	2.85	1.98

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                     X
X                              X
X UNIVERSITY TOTAL             X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                .................. COURSES ..................

                                 1973       1974       1975       1976       1977

6. FALL AVERAGE SECTION SIZE:

        TOTAL                    1.00       1.00       1.00       1.00       1.00

                                ......... STAFFING AND PRODUCTIVITY ........

7. UNIT COST DATA:

ANNUAL WSCH
     ARTS & SCIENCE            682071     604176     584272     594068     604826
     BUSINESS                   87425      82968      79946      77212      80051
     COMMUNICATIONS            142508     138793     126817     118506     120756
     EDUCATION                 189609     165808     168664     172933     167784
     ENGINEERING                90082      82382      85825      91358      92647
     FINE ARTS                 233266     204439     195751     192291     184890
     UNIV. COLLEGE               1579       1532       1388       2008       3753
     AFRO-AMERICAN               7893       6132       5587       8962       9520
     MISCELLANEOUS               9918       8566        722       1453       2407
       TOTAL                  1444351    1294796    1248972    1259191    1266634

DIRECT COST/WSCH
     ARTS & SCIENCE            $13.75     $14.68     $14.46     $15.01     $15.47
     BUSINESS                  $11.80     $11.19     $12.05     $13.06     $14.06
     COMMUNICATIONS             $8.67      $8.62     $10.50     $11.97     $12.56
     EDUCATION                 $12.25     $13.78     $13.44     $14.46     $15.91
     ENGINEERING               $14.93     $13.53     $11.81     $12.24     $12.91
     FINE ARTS                  $9.22      $7.44     $10.60     $11.32     $12.25
     UNIV. COLLEGE             $18.60     $18.16     $15.73     $11.02      $8.99
     AFRO-AMERICAN                 --         --         --         --         --
     MISCELLANEOUS                 --         --         --         --         --
       TOTAL                   $12.28     $12.48     $12.97     $13.74     $14.48

  CU-INDEX
     ARTS & SCIENCE              1.11       1.17       1.11       1.09       1.06
     BUSINESS                     .96        .89        .92        .95        .97
     COMMUNICATIONS               .70        .69        .80        .87        .86
     EDUCATION                    .99       1.10       1.03       1.05       1.09
     ENGINEERING                 1.21       1.08        .91        .89        .89
     FINE ARTS                    .75        .59        .81        .82        .84
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                      X
X                               X
X UNIVERSITY TOTAL              X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                               ......... STAFFING AND PRODUCTIVITY ........

                                1973        1974        1975        1976        1977

7. UNIT COST DATA:

     UNIV. COLLEGE              1.51        1.45        1.21         .80         .62
     AFRO-AMERICAN
     MISCELLANEOUS
       TOTAL                    1.00        1.00        1.00        1.00        1.00

ALLOCATED COST/WSCH
     ARTS & SCIENCE           $28.34      $31.02      $29.74      $27.57      $34.14
     BUSINESS                 $26.03      $26.41      $26.17      $26.19      $32.09
     COMMUNICATIONS           $19.63      $20.63      $22.27      $25.77      $28.46
     EDUCATION                $26.48      $30.20      $29.61      $30.41      $34.27
     ENGINEERING              $26.87      $28.55      $24.69      $25.81      $28.54
     FINE ARTS                $18.92      $21.17      $21.99      $22.81      $26.42
     UNIV. COLLEGE            $27.01      $79.75      $91.66      $80.34      $19.54
     AFRO-AMERICAN            $40.26      $51.04      $38.74      $31.82      $33.44
     MISCELLANEOUS            $11.55      $13.59      $59.49      $18.91       $8.04
       TOTAL                  $25.43      $27.83      $27.30      $27.08      $31.85

  OU-INDEX
     ARTS & SCIENCE             1.11        1.11        1.09        1.02        1.07
     BUSINESS                   1.02         .95         .96        1.04        1.01
     COMMUNICATIONS              .77         .74         .82         .95         .89
     EDUCATION                  1.04        1.09        1.08        1.12        1.08
     ENGINEERING                1.06        1.03         .90         .95         .90
     FINE ARTS                   .74         .76         .81         .84         .83
     UNIV. COLLEGE              1.06        2.87        3.36        2.97         .61
     AFRO-AMERICAN              1.58        1.83        1.42        1.18        1.05
     MISCELLANEOUS               .45         .49        2.18         .70         .25
       TOTAL                    1.00        1.00        1.00        1.00        1.00

8. TEACHING FACULTY:

TENURED
     ARTS & SCIENCE              --          --          --          --        296.0
     BUSINESS                    --          --          --          --         29.0
     COMMUNICATIONS              --          --          --          --         38.0
     EDUCATION                   --          --          --          --         71.0
     ENGINEERING                 --          --          --          --         42.0
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                     X
X                              X
X UNIVERSITY TOTAL             X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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.... STAFFING AND PRODUCTIVITY ....

	1973	1974	1975	1976	1977
8. TEACHING FACULTY:					
FINE ARTS	--	--	--	--	60.0
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	--	--	--	2.0
MISCELLANEOUS	--	--	--	--	--
TOTAL	--	--	--	--	538.0
NON-TENURED					
ARTS & SCIENCE	--	--	--	--	19.0
BUSINESS	--	--	--	--	5.0
COMMUNICATIONS	--	--	--	--	12.0
EDUCATION	--	--	--	--	15.0
ENGINEERING	--	--	--	--	4.0
FINE ARTS	--	--	--	--	21.0
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	--	--	--	3.0
MISCELLANEOUS	--	--	--	--	1.0
TOTAL	--	--	--	--	80.0
TERM (NON-TENURED)					
ARTS & SCIENCE	--	--	--	--	24.0
BUSINESS	--	--	--	--	18.0
COMMUNICATIONS	--	--	--	--	16.0
EDUCATION	--	--	--	--	41.0
ENGINEERING	--	--	--	--	3.0
FINE ARTS	--	--	--	--	20.0
UNIV. COLLEGE	--	--	--	--	4.0
AFRO-AMERICAN	--	--	--	--	4.0
MISCELLANEOUS	--	--	--	--	3.0
TOTAL	--	--	--	--	133.0
TOTAL					
ARTS & SCIENCE	--	--	--	--	339.0
BUSINESS	--	--	--	--	52.0
COMMUNICATIONS	--	--	--	--	66.0
EDUCATION	--	--	--	--	127.0
ENGINEERING	--	--	--	--	49.0
FINE ARTS	--	--	--	--	101.0

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                        X
X                                 X
X UNIVERSITY TOTAL                X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                    ......... STAFFING AND PRODUCTIVITY ........

                                    1973        1974        1975        1976        1977

8. TEACHING FACULTY:

     UNIV. COLLEGE                   --          --          --          --          4.0
     AFRO-AMERICAN                   --          --          --          --          9.0
     MISCELLANEOUS                   --          --          --          --          4.0
       TOTAL                         --          --          --          --        751.0


PERCENT TENURED
     ARTS & SCIENCE                  --          --          --          --         87.0
     BUSINESS                        --          --          --          --         55.0
     COMMUNICATIONS                  --          --          --          --         57.0
     EDUCATION                       --          --          --          --         55.0
     ENGINEERING                     --          --          --          --         85.0
     FINE ARTS                       --          --          --          --         59.0
     UNIV. COLLEGE                   --          --          --          --           --
     AFRO-AMERICAN                   --          --          --          --         22.0
     MISCELLANEOUS                   --          --          --          --           --
       TOTAL                         --          --          --          --         71.0

9. BUDGETED FTE STAFFING:

FACULTY
     ARTS & SCIENCE                  --      361.90      318.90      311.23      312.20
     BUSINESS                        --       43.40       40.70       41.30       42.79
     COMMUNICATIONS                  --       52.20       54.20       54.46       53.13
     EDUCATION                       --       96.40       88.30       96.75       96.55
     ENGINEERING                     --       46.80       44.80       43.18       43.20
     FINE ARTS                       --       99.30       94.20       86.50       86.33
     UNIV. COLLEGE                   --          --          --          --          --
     AFRO-AMERICAN                   --        7.30        4.00        6.16        5.49
     MISCELLANEOUS                   --          --          --          --        1.57
       TOTAL                         --      707.30      645.10      639.58      641.26

GRAD. ASSISTANTS
     ARTS & SCIENCE                  --      128.80      120.10      114.38      108.57
     BUSINESS                        --        6.60        6.40        5.65        5.63
     COMMUNICATIONS                  --       15.00       16.80       16.68       17.18
     EDUCATION                       --       16.40       14.80       14.54       15.39
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                      X
X                               X
X UNIVERSITY TOTAL              X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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	.... STAFFING AND PRODUCTIVITY				
	1973	1974	1975	1976	1977
9. BUDGETED FTE STAFFING:					
ENGINEERING	--	7.50	4.00	4.70	5.84
FINE ARTS	--	28.90	28.00	27.65	26.77
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	1.30	1.00	.58	.66
MISCELLANEOUS	--	--	--	--	4.19
TOTAL	--	204.50	191.10	184.18	184.23
ADMINISTRATORS					
ARTS & SCIENCE	--	14.00	8.50	10.50	9.36
BUSINESS	--	--	--	--	--
COMMUNICATIONS	--	1.00	--	.92	.92
EDUCATION	--	--	3.00	1.00	.33
ENGINEERING	--	1.00	--	1.00	.62
FINE ARTS	--	6.00	1.00	5.75	4.75
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	3.70	5.70	4.00	5.41
MISCELLANEOUS	--	--	--	--	--
TOTAL	--	25.70	18.20	23.17	21.39
CIVIL SERVICE					
ARTS & SCIENCE	--	47.20	40.60	37.83	38.78
BUSINESS	--	3.50	3.50	3.50	4.00
COMMUNICATIONS	--	6.50	6.50	6.07	6.07
EDUCATION	--	13.00	11.80	10.95	10.58
ENGINEERING	--	5.00	1.00	.90	.88
FINE ARTS	--	6.80	6.80	5.63	6.89
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	2.00	1.80	1.77	1.75
MISCELLANEOUS	--	--	--	--	--
TOTAL	--	84.00	72.00	66.65	68.95
TOTAL					
ARTS & SCIENCE	--	551.90	488.10	473.94	468.91
BUSINESS	--	53.50	50.60	50.45	52.42
COMMUNICATIONS	--	74.70	77.50	78.13	77.30
EDUCATION	--	125.80	117.90	123.24	122.85
ENGINEERING	--	60.30	49.80	49.78	50.54

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                      X
X                               X
X UNIVERSITY TOTAL              X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                   ......... STAFFING AND PRODUCTIVITY ........

                                     1973      1974      1975      1976      1977

9. BUDGETED FTE STAFFING:

      FINE ARTS                       --      141.00    130.00    125.53    124.74
      UNIV. COLLEGE                   --        --        --        --        --
      AFRO-AMERICAN                   --       14.30     12.50     12.51     13.31
      MISCELLANEOUS                   --        --        --        --        5.76
        TOTAL                         --     1021.50    926.40    913.58    915.83


10. STAFFING RATIOS:
FTE STUDENTS
      ARTS & SCIENCE               8043.2    6717.1    6302.7    6689.1    6973.2
      BUSINESS                     1079.7     979.1     926.0     869.9     931.3
      COMMUNICATIONS               1277.7    1188.5    1118.3    1092.1    1022.7
      EDUCATION                    2081.1    1826.5    1713.0    1577.7    1547.9
      ENGINEERING                   582.0     511.1     565.5     585.5     606.2
      FINE ARTS                    1821.6    1555.7    1511.9    1398.8    1371.1
      UNIV. COLLEGE                  34.5      36.1      27.6      29.0      81.8
      AFRO-AMERICAN                  75.0      48.5      40.7      72.3      98.0
      MISCELLANEOUS                  24.9      19.8       3.3       7.5      10.9
        TOTAL                     15019.8   12882.5   12209.0   12321.9   12643.0

FTE STD/FTE FACULTY
      ARTS & SCIENCE                  --       18.6      19.8      21.5      22.3
      BUSINESS                        --       22.6      22.8      21.1      21.8
      COMMUNICATIONS                  --       22.8      20.6      20.1      19.2
      EDUCATION                       --       18.9      19.4      16.3      16.0
      ENGINEERING                     --       10.9      12.6      13.6      14.0
      FINE ARTS                       --       15.7      16.0      16.2      15.9
      UNIV. COLLEGE                   --        --        --        --        --
      AFRO-AMERICAN                   --        6.6      10.2      11.7      17.9
      MISCELLANEOUS                   --        --        --        --        6.9
        TOTAL                         --       18.2      18.9      19.3      19.7

FTE STD/FTE FAC&GA*
      ARTS & SCIENCE                  --       13.7      14.4      15.7      16.6
      BUSINESS                        --       19.6      19.7      18.5      19.2
      COMMUNICATIONS                  --       17.7      15.8      15.4      14.5
      EDUCATION                       --       16.2      16.6      14.2      13.8
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REPORT NO: FARM0100                 OHIO UNIVERSITY                     DATE: 12/08/78

        PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION          PAGE  310

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                     X
X                              X
X UNIVERSITY TOTAL             X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                               ......... STAFFING AND PRODUCTIVITY ........

                                 1973      1974      1975      1976      1977

10. STAFFING RATIOS:

      ENGINEERING                 --        9.4      11.6      12.2      12.4
      FINE ARTS                   --       12.1      12.4      12.3      12.1
      UNIV. COLLEGE               --        --        --        --        --
      AFRO-AMERICAN               --        9.6       8.1      10.7      15.9
      MISCELLANEOUS               --        --        --        --        1.9
        TOTAL                     --       14.1      14.6      15.0      15.3

FTE STD/FTE TOT STAFF
      ARTS & SCIENCE              --       12.2      12.9      14.1      14.9
      BUSINESS                    --       18.3      18.3      17.2      17.8
      COMMUNICATIONS              --       15.9      14.4      14.0      13.2
      EDUCATION                   --       14.5      14.5      12.8      12.6
      ENGINEERING                 --        6.5      11.4      11.8      12.0
      FINE ARTS                   --       11.0      11.6      11.1      11.0
      UNIV. COLLEGE               --        --        --        --        --
      AFRO-AMERICAN               --        3.4       3.3       5.8       7.4
      MISCELLANEOUS               --        --        --        --        1.9
        TOTAL                     --       12.6      13.2      13.5      13.8

11. REGENTS MODEL/DEPART. BUDGETED:

MODEL FTE FOR ENRCL
      ARTS & SCIENCE           417.77    361.55    343.89    356.38    366.90
      BUSINESS                  52.70     49.81     47.35     43.61     46.75
      COMMUNICATIONS            91.72     86.84     79.83     77.81     73.27
      EDUCATION                108.63     97.69     96.63     88.73     89.29
      ENGINEERING               57.78     51.13     56.50     58.44     59.56
      FINE ARTS                142.46    127.11    121.32    115.67    113.59
      UNIV. COLLEGE              1.52      1.54      1.17      1.21      3.30
      AFRO-AMERICAN              4.31      2.84      2.42      4.58      5.68
      MISCELLANEOUS              2.97      2.42       .15      1.07      1.55
        TOTAL                  879.86    780.92    749.25    749.50    759.89

BUDGETED FACULTY
      ARTS & SCIENCE              --     361.90    318.90    311.23    312.20
      BUSINESS                    --      43.40     40.70     41.30     42.79
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REPORT NO: FARM0100                  OHIO UNIVERSITY                DATE: 12/08/78

        PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION        PAGE  311

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                     X
X                              X
X UNIVERSITY TOTAL             X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                              ......... STAFFING AND PRODUCTIVITY ........

                              1973      1974       1975       1976       1977

11. REGENTS MODEL/DEPART. BUDGETED:

     COMMUNICATIONS            --       52.20      54.20      54.46      53.13
     EDUCATION                 --       96.40      88.30      96.75      96.55
     ENGINEERING               --       46.80      44.80      43.18      43.20
     FINE ARTS                 --       99.30      94.20      86.50      86.33
     UNIV. COLLEGE             --        --         --         --         --
     AFRO-AMERICAN             --        7.30       4.00       6.16       5.49
     MISCELLANEOUS             --        --         --         --        1.57
       TOTAL                   --      707.30     645.10     635.58     641.26

DIFFERENCE FROM MODEL
     ARTS & SCIENCE            --        +.35     -24.95     -47.15     -54.70
     BUSINESS                  --       -6.41      -6.65      -2.31      -3.96
     COMMUNICATIONS            --      -34.64     -25.63     -23.35     -20.14
     EDUCATION                 --       -1.29      -8.33      +8.02      +7.26
     ENGINEERING               --       -4.33     -11.70     -15.26     -16.36
     FINE ARTS                 --      -27.81     -27.12     -25.17     -27.26
     UNIV. COLLEGE             --        --         --         --         --
     AFRO-AMERICAN             --       +4.46      +1.58      +1.58       -.19
     MISCELLANEOUS             --        --         --         --         +.02
       TOTAL                   --      -73.62    -104.15    -105.92    -118.63

% DIFF. FROM MODEL
     ARTS & SCIENCE            --                  -7.20     -13.10     -14.90
     BUSINESS                  --      -12.80     -14.00      -5.20      -8.40
     COMMUNICATIONS            --      -39.80     -32.10     -30.00     -27.40
     EDUCATION                 --       -1.30      -8.60      +9.00      +8.10
     ENGINEERING               --       -8.40     -20.70     -26.10     -27.40
     FINE ARTS                 --      -21.80     -22.30     -25.20     -23.90
     UNIV. COLLEGE             --        --         --         --         --
     AFRO-AMERICAN             --     +157.00     +65.20     +34.40      -3.30
     MISCELLANEOUS             --        --         --         --        +1.20
       TOTAL                   --       -9.40     -13.90     -14.60     -15.60

BUDGETED FACULTY & GA
     ARTS & SCIENCE            --      450.70     439.00     425.61     420.77
     BUSINESS                  --       50.00      47.10      46.95      48.42
     COMMUNICATIONS            --       67.20      71.00      71.14      70.31
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                     X
X                              X
X UNIVERSITY TOTAL             X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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.... STAFFING AND PRODUCTIVITY ....

	1973	1974	1975	1976	1977
11. REGENTS MODEL/DEPART. BUDGETED:					
EDUCATION	--	112.80	103.10	111.29	111.94
ENGINEERING	--	54.30	48.80	47.88	49.04
FINE ARTS	--	128.20	122.20	114.15	113.10
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	8.60	5.00	6.74	6.15
MISCELLANEOUS	--	--	--	--	5.76
TOTAL	--	911.90	836.20	823.76	825.49
DIFFERENCE FROM MODEL					
ARTS & SCIENCE	--	+129.15	+95.11	+67.23	+53.87
BUSINESS	--	+.19	-.25	+3.34	+1.67
COMMUNICATIONS	--	-19.64	-8.83	-6.67	-2.96
EDUCATION	--	+15.11	+6.47	+22.56	+22.65
ENGINEERING	--	+3.17	-7.70	-10.56	-10.52
FINE ARTS	--	+1.09	+.88	-1.52	-.49
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	+5.76	+2.56	+2.16	+.47
MISCELLANEOUS	--	--	--	--	+4.21
TOTAL	--	+130.88	+86.95	+74.26	+65.60
% DIFF. FROM MODEL					
ARTS & SCIENCE	--	+35.70	+27.60	+18.70	+14.60
BUSINESS	--	+.30	-.50	+7.60	+3.50
COMMUNICATIONS	--	-22.60	-11.00	-8.50	-4.00
EDUCATION	--	+15.40	+6.60	+25.40	+25.30
ENGINEERING	--	+6.10	-13.60	-18.00	-17.60
FINE ARTS	--	+.80	+.70	-1.30	-.40
UNIV. COLLEGE	--	--	--	--	--
AFRO-AMERICAN	--	+202.80	+106.60	+47.10	+8.20
MISCELLANEOUS	--	--	--	--	+271.60
TOTAL	--	+16.70	+11.60	+9.90	+8.60

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                      X
X                               X
X UNIVERSITY TOTAL              X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
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.... STAFFING AND PRODUCTIVITY ....

12. % DISTRIBUTION OF FACULTY EFFORT:

	1973	1974	1975	1976	1977
PRIMARY INSTRUCTION					
ARTS & SCIENCE	--	--	--	--	67.1
BUSINESS	--	--	--	--	67.8
COMMUNICATIONS	--	--	--	--	64.7
EDUCATION	--	--	--	--	70.3
ENGINEERING	--	--	--	--	69.6
FINE ARTS	--	--	--	--	63.0
UNIV. COLLEGE	--	--	--	--	42.8
AFRO-AMERICAN	--	--	--	--	--
MISCELLANEOUS	--	--	--	--	--
TOTAL	--	--	--	--	66.7
STUDENT ADVISING					
ARTS & SCIENCE	--	--	--	--	5.5
BUSINESS	--	--	--	--	10.3
COMMUNICATIONS	--	--	--	--	11.1
EDUCATION	--	--	--	--	9.4
ENGINEERING	--	--	--	--	9.8
FINE ARTS	--	--	--	--	5.4
UNIV. COLLEGE	--	--	--	--	16.0
AFRO-AMERICAN	--	--	--	--	--
MISCELLANEOUS	--	--	--	--	--
TOTAL	--	--	--	--	6.9
ADMINISTRATION					
ARTS & SCIENCE	--	--	--	--	9.0
BUSINESS	--	--	--	--	11.1
COMMUNICATIONS	--	--	--	--	14.5
EDUCATION	--	--	--	--	14.8
ENGINEERING	--	--	--	--	10.4
FINE ARTS	--	--	--	--	11.2
UNIV. COLLEGE	--	--	--	--	39.3
AFRO-AMERICAN	--	--	--	--	--

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                       X
X                                X
X UNIVERSITY TOTAL               X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                              ......... STAFFING AND PRODUCTIVITY ........

                                1973      1974      1975      1976      1977

ADMINISTRATION

     MISCELLANEOUS               --        --        --        --        --
       TOTAL                     --        --        --        --      11.1

RESEARCH

     ARTS & SCIENCE              --        --        --        --      18.6
     BUSINESS                    --        --        --        --      10.9
     COMMUNICATIONS              --        --        --        --       9.7
     EDUCATION                   --        --        --        --       5.7
     ENGINEERING                 --        --        --        --      14.4
     FINE ARTS                   --        --        --        --      20.5
     UNIV. COLLEGE               --        --        --        --       2.1
     AFRO-AMERICAN               --        --        --        --        --
     MISCELLANEOUS               --        --        --        --        --
       TOTAL                     --        --        --        --      15.5

PUBLIC SERVICE

     ARTS & SCIENCE              --        --        --        --        .1
     BUSINESS                    --        --        --        --        --
     COMMUNICATIONS              --        --        --        --        .2
     EDUCATION                   --        --        --        --        .1
     ENGINEERING                 --        --        --        --        --
     FINE ARTS                   --        --        --        --        --
     UNIV. COLLEGE               --        --        --        --        --
     AFRO-AMERICAN               --        --        --        --        --
     MISCELLANEOUS               --        --        --        --        --
       TOTAL                     --        --        --        --        .1


** FTE BASED ON DEPARTMENTAL FACULTY WHO COMPLETED A FACULTY ACTIVITY
** REPORT FOR FALL QUARTER.
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REPORT NO: FARM0100                    OHIO UNIVERSITY                    DATE: 12/08/78

        PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION           PAGE  315

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X SUMMARY:                      X
X                               X
X UNIVERSITY TOTAL              X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                 ............. EXPENDITURES ................

                                 1973         1974        1975        1976        1977

13. DEPARTMENTAL EXPENDITURES:

GENERAL OPERATING
     ARTS & SCIENCE          $9377826    $8967498    $8448132    $8914111    $9358625
     BUSINESS                $1032010     $928138     $963506    $1008275    $1125735
     COMMUNICATIONS          $1235672    $1196482    $1331788    $1423889    $1517114
     EDUCATION               $2330267    $2309904    $2298071    $2531653    $2698449
     ENGINEERING             $1277781    $1114558    $1013725    $1118018    $1195885
     FINE ARTS               $2151252    $2089257    $2074722    $2176602    $2265688
     UNIV. COLLEGE            $258488     $240372     $207851     $248439     $235852
     AFRO-AMERICAN            $230208     $240688     $227794     $253030     $231076
     MISCELLANEOUS            $220628     $186829     $139704     $163477     $174468
       TOTAL                $18114132   $17173766   $16705293   $17837494   $18802892

ROTARIES
     ARTS & SCIENCE                      $10964-        $116       $4633       $4506
     BUSINESS                            $12106       $6526       $6975      $11538
     COMMUNICATIONS                      $20730      $13417      $27976      $17220
     EDUCATION                           $12148       $4808       $8660      $43745
     ENGINEERING                          $2327       $9647       $5068       $4824
     FINE ARTS                          $150619     $176669     $139268     $147430
     UNIV. COLLEGE                        $1677       $1752       $2516       $2457
     AFRO-AMERICAN                                     $917      $2378-       $1562
     MISCELLANEOUS                                                $8266      $15502
       TOTAL                            $188643     $213852     $200984     $248784

RESTRICTED
     ARTS & SCIENCE                     $560723     $747317     $714990     $762764
     BUSINESS                           $132996     $182587     $198164     $345660
     COMMUNICATIONS                      $41817      $15389      $11484      $12059
     EDUCATION                          $760065    $1177458    $1252513    $1284849
     ENGINEERING                        $674727     $622551     $703434     $681856
     FINE ARTS                           $39498       $9487       $5500      $27880
     UNIV. COLLEGE
     AFRO-AMERICAN
     MISCELLANEOUS                       $79908     $100490     $100782      $23811
       TOTAL                           $2289734    $2855279    $2986867    $3138879
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APPENDIX VIII

1978-79 Planning Schedule for 1979-80 Academic Year

University Planning Advisory Council

Planning Schedule for 1978-79

August	- Planning Staff revision of planning process description
September	- Review of Program Objectives and priorities with units
October	- Review of structural issues - UPAC Retreat (3rd week of October)
November	- Review of Actual Fall 1978 enrollment and preliminary enrollment and income forecast for 1978-80, 1980-81 and 1981-82
December	- Preliminary Task Force review of 1978-79 Pool I and II expenditures.
January	- Submission of detailed planning information (streamlined)
February	- UPAC review of planning information
March	- Conclusion of planning review with recommendations for: Tuition Compensation Pool I for 1979-80 Pool II for 1979-80
April	- Preliminary Report to President and Board of Trustees
May	- Review of year - Final Task Force reviews and reports of 1978-79 Pool I and Pool II expenditures
June	- 1979-80 Budget to Trustees for action

APPENDIX IX

Description of Ohio University Staff Planning Process

OHIO UNIVERSITY

Inter-Office Communication

DATE May 15, 1979

TO Planning Unit Administrators

FROM James Bruning, Vice Provost for Planning & Program Development J.B.

SUBJECT Staffing Plans

Attached is the preliminary material for staff planning. The implementation of this aspect of planning is the last major component of the planning process. The results of this activity will be used to guide decisions on staffing in regular planning activity and in ongoing administrative activity.

The purpose of this project is to estimate future trends and needs and to develop a general understanding of how to respond to these needs. Staffing plans are to provide guidance to units as they face change and give direction to those involved in the university planning and resource allocation process. Staff plans are not answers nor decisions; rather, they are guides to provide assistance.

As units work on staff plans they will be asked to evaluate current resources and how they can be used to further their needs and those of the university. Consideration is to be given to faculty and staff changes such as retirements and estimated attrition but in no case will the staff planning project consider the release of tenured faculty.

There are two attachments. The first is the description of the staff planning project at Ohio University. This description incorporates relevant portions of the planning process document prepared and distributed following the special fall retreat which emphasized a need for staff planning. Members of the University Planning Advisory Council and University executive officers were involved both in discussions at the retreat and of the subsequent document.

The procedures used for forecasting enrollment and staffing levels are also presented together with the second attachment which summarizes enrollment projections, staffing projections and additional information for your particular unit. These parameters were prepared as a starting place for the process of staff planning.

The distribution of this material begins an important project in the planning process of the University. Please review this information and begin preparation for the work sessions each unit will hold with me. These work sessions are designed to assist each unit as it prepares by June of this year initial statements of goals and priorities which will be incorporated into a staffing plan.

OHIO UNIVERSITY STAFF PLANNING

A Description of the Staff Planning Process

Office of the Provost
April, 1979

358

Background and General Principles

The anticipated reduction in the number of high school graduates will almost certainly have a significant effect on the colleges and universities in Ohio during the 1980's. For Ohio University to avoid a severe enrollment decline during the next six years there will have to be an increase in the rate of college attendance among these graduates coupled with aggressive recruiting on our part. While there is general agreement that the possibility of decline in both enrollment and revenue is real, there is agreement also that special attention must be given to the types of programs and activities which can offset these trends. This special attention must begin with an analysis of those programs, activities and services which are most likely to contribute to the long term benefit of the University.

Within academic areas, this process must consider not only the enrollment generating possibilities of particular programs of study, but also must incorporate a quality analysis of scholarship and public service as these contribute to the academic viability of the institution. Areas of unusual and distinct quality must be identified.

Within the support areas of the institution, attention must be given to those services and programs which most directly influence the quality of campus life and the educational and scholarly milieu of the University. Attention must be given to those functions that contribute most significantly to the attraction of new students and the success of those who have already enrolled.

Analysis is also needed to determine whether sufficient monies are being allocated within budget units for the purchase of equipment and supplies. During the period of decline which occurred between 1972 and 1976, most units reduced these funds substantially as a way of solving budget difficulties. Such reductions, coupled with inflation, have left many units severely limited funds for replacement of outdated equipment.

From these analyses, unit-by-unit program objectives and staffing priorities must be developed to guide units in their planning activities and their regular resource allocations. These objectives and priorities must be sufficiently precise to provide the basis for decision-making and sufficiently long-range to allow lead time for implementation. At the same time, the need for flexibility and change must be included. Regular review, modification and refinement must be made an integral aspect of the process.

The forecasts presented below represent an initial set of enrollment and staffing projections which will be used as a basis for discussions with planning units regarding their program objectives, planning activities and staffing priorities. As indicated above, activities and programs of special quality and importance must be *identified and enhanced. Ohio University is a comprehensive* university and to the extent possible, the diversity and breadth of opportunities available to students must be maintained.

Procedure for Forecasting Staffing Levels

The description of the methods used for projection of enrollments and staffing are detailed below. One of the major problems which arises in any set of projections is in determining the most appropriate base to use for comparison purposes. One source of comparison data is the system-wide workload standards contained in the Regents' models. These system-wide models, however, are based on an average of not only residential universities, but also, branch campuses, technical colleges and urban universities. Although the four residential state universities (Ohio University, Miami University, Bowling Green University, Kent State University) differ in complexity and comprehensiveness, they clearly are more similar in overall structure and educational mission than the full range of institutions which are reflected in the system-wide models. Consequently, it was determined that the residential institutions would provide the most appropriate comparison data for use in staffing projections. As is the case in any analyses of this type, the data are more complete in some areas than others. For example, the data available for the academic areas are much more complete and detailed than those for the support and service areas. It is only recently that any comparable data have been made available for the Ohio Board of Regents regarding operations and plant maintenance expenditures. These data, however, still lack the detail necessary for staffing level comparison. For other support and service units, even less comparable information is available due to extreme variations in administrative organization, structure and complexity at the several institutions. Consequently, the initial staffing analyses and projections for these areas will largely reflect the average effects of enrollment changes anticipated by 1984-85.

Procedures for Forecasting Enrollments

Based on carefully developed forecasting techniques, it is anticipated that by 1984-85, the overall reduction in main campus headcount enrollments will range from approximately 4% to 9%. (Note: the projected FTE enrollment decline is slightly larger.) This variation or range results from differing assumptions regarding Ohio University's ability to attract students in competition with other institutions in Ohio. The actual changes in enrollments by 1985 will be, in large measure, a function of the ability of planning units to carefully assign staff and other resources so that quality programs which are attractive to students can be offered.

The headcount enrollment forecasts on which the staffing projections are based reflect two sets of assumptions. The primary projections represent forecasts that assume the recent patterns of improved student retention and improved market penetration into various population pools will persist until 1985. The conservative set of projections recognizes the increasingly intense competition for a shrinking pool of potential students and a return to retention rates and high school participation rates that were our actual experience during 1975 and 1976.

To determine the impact of changes in headcount enrollments for various student majors, these headcounts were converted into course enrollment patterns. The patterns of student course enrollments were determined by the use of the departmental profiles produced by the Induced Course Load Matrix (ICLM). The headcount projections for each fall period through 1984 were applied to the Fall 1978 ICLM to produce the induced credit hour patterns by department. Credit hour forecasts were then aggregated by college to compensate for forecast variations associated with small units. These college credit hour projections were then converted to FTE student enrollments.

Procedure for Development of Staffing Needs:

The translation of student credit hour loads into staffing needs by college was accomplished by using the average student faculty ratios by course level for the four residential state universities (Ohio University, Miami University, Bowling Green University, Kent State University). Use of this technique resulted in an overall reduction in the academic areas of approximately 5% for the primary and 9% for the conservative projections.

For service and support areas, reduction of administrative and civil service personnel were set at 6% and 8% to reflect staffing needs for the primary and conservative University-wide enrollment projections. These percentages represent values closer to the overall average staffing reduction since the comparison data are not sufficiently precise to accurately project more extreme primary and conservative possibilities.

Development of Actual Staffing Projections:

For all of the service and support areas, the primary and conservative projections are set at 6% and 8%. While it is recognized that this uniform reduction makes no attempt to differentiate among the staffing needs of particular units, the lack of satisfactory comparative data makes such differentiation impossible. A good example of the problem is reflected in the information relating to plant operations and maintenance. Regents' data indicates that in comparison with the other residential campuses, the expenditures per square foot of space at Ohio University are well below average. If, however, the comparison of expenditures is made in relation to numbers of FTE students, the support provided at Ohio University is well above average. Further analysis revealed that this seeming inconsistency is due to Ohio University having more square feet of space than the enrollment can justify. These types of apparent inconsistencies, coupled with a lack of comparable information, point up the need to treat the projections as a starting point for discussions regarding the special program needs and goals of the planning units.

Staffing projections for the academic units involved a more complex set of calculations. First, current staffing levels for each college were compared to the average of the four residential universities. Deviations from the four university average were adjusted toward the average by a factor of one-half. This method allowed for a partial adjustment of the significant enrollment shifts which have occurred during recent years. By making the adjustment one-half of the deviation, 1) more gradual shifts in staffing can be achieved and dramatic, cyclical increases and decreases in staffing levels avoided, 2) greater recognition can be given to program needs both within and between colleges, and, 3) allowance is made for shifts in pattern of student interest and enrollment. Following this initial adjustment, primary and conservative staffing projections were made for each college and the resulting changes in staffing needs calculated. These changes are projected over a six year (three biennium) period. The final staffing level thus reflects one-half of the current deviation from the four university average plus all of the staffing changes. In all of the staffing computations, the contributions of TA's to the FTE teaching capability of a planning unit were assumed to be TA FTE divided by two. While the actual teaching contribution made by TA's varies from department to department the TA FTE/2 formulation closely corresponds to college-wide average contributions made by TA's. As in the case of service and support areas, administrative and civil service reductions in academic units for the primary and conservative projections were set at 6% and 8%.

The "additional information" is presented to inform unit heads regarding the number of vacancies which can be anticipated by 1984-85. "Retirements" represent the number of persons who will reach retirement age or have 30 years of service. The "turnover" calculations represent statistical projections based on the average turnover rates during the last three years.

Process of Implementing Staff Planning:

The implementation of the staff planning process will follow the procedures outlined below. As a result of conversations with the deans and other planning officers, the earlier staffing proposal was modified so that an early meeting with the Provost could be scheduled.

Implementation - Stage I: Development of Preliminary Statements of Program Objectives and Staffing Plans - This stage will be coordinated by the Provost's Office, but the critical analyses will rest with the planning units. Each planning unit will be provided data describing current enrollment and staffing levels as well as data which project for 1985 the varying impact on each unit of a University-wide four to nine percent decline. (Note: it is not expected that the projections for each unit will necessarily show a decline.) Projections for academic units will incorporate data routinely used for enrollment projections together with Ohio Board of Regents models for staffing levels. To the extent possible, support units will be provided projection information using data from the Ohio Board of Regents as well as data developed by Ohio University's Office of Analytical Research.

Upon receipt of the projection data, each planning unit will be given the opportunity to schedule an early meeting with the Provost to discuss particular unit goals, special programmatic needs, or other, non-quantifiable factors relating to the unit.

Following discussions of its projection information with the Provost, each planning unit will begin analysis of its programs, activities or services to identify those which hold most promise for increasing enrollment or retention of quality students, and, are of greatest importance to the educational and scholarly mission of the institution. Heads of support units will also form an evaluation of those activities and services which contribute most importantly to the life of the institution. As part of this analysis, units will also be expected to develop strategies for increasing funds available for purchase of supplies and equipment. Periodic meetings will be scheduled between the heads of the planning units, and the Vice Provost for Planning and the UPAC Task Force members to discuss issues and problems encountered in the process of analysis, discuss the priorities established by the unit, exchange information regarding educational trends and societal demands and discuss tentative conclusions drawn as a result of the analyses.

After these discussions with the Vice Provost and the Task Force members, each planning unit will begin preparation of a statement of program objectives together with a staffing plan which will serve as a best estimate of program directions and emphases during the next six years. For this initial phase of planning, each unit will assume changes in its staffing level is projected from data provided by the Provost's Office. Units wishing to submit supplemental staffing plans which include more personnel than projected must support their plans with clear commitments to additional enrollment growth or convincing documentation that maintenance of a critical activity or outstanding program contributes significantly to the overall viability of the University.

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The unit statements of goals and priorities, together with a general staffing plan, will then be submitted to the Vice Provost for Planning. A formal critique and evaluation of the statements will be undertaken by the UPAC. Following their review and recommendations, a final report will be prepared by the Vice Provost for Planning which will incorporate the critiques and evaluations by UPAC and, summarize their recommendations regarding program thrusts and staffing levels of the institution for the next six year period (1985). (Target date for completion of Stage I - October 1979)

Implementation - Stage II: Discussions with the Provost Upon receipt of the summary report and the individual unit goals, objectives and staffing plans, the Provost will meet with each planning unit head to discuss in greater detail the application of the goals, priorities and staffing plans to the planning process within his/her unit. Adjustments to the initial staffing projections will be considered. Special attention will be given to those activities and programmatic thrusts proposed in the supplemental staffing plans which appear to have a high probability of countering projected declines in enrollment, or which are vital to the well-being of the institution.

The final outcome of these meetings will be a mutual understanding between the Provost and the unit head regarding program directions, emphases and staffing changes through 1985. Necessary adjustments will be made in each unit's statement of goals, objectives and staffing plan so that it can accurately serve as the basis for planning activity and resource allocation decisions. (Target date for completion of Stage II - December 1979)

Implementation - Stage III: Utilization of Planning Documents The statements on program objectives together with the adjusted staffing plan will be used by the planning units and the Provost to guide planning and resource decisions. It is expected that all additional planning undertaken within a unit, development of budgets, and, allocations or reallocation of unit resources will follow the unit planning document. Unit heads will be expected to justify the need for administrative, faculty and staff replacements. The Provost's Office will institute a regular review system where all vacancies are evaluated to insure maximum utilization of University personnel before positions are posted or searches authorized.

Implementation - Stage IV: Review and Revision Schedule It is expected that this process will be an ongoing one so that regular updating of plans can occur.. Due to the time commitments which such a process requires, the updating of goals, objectives and staffing plans will take place on a biennial rather than annual basis. Thus, the next University-wide update and review of goals, objectives and staffing plans will occur during 1980-81 with 1987 as the date used for projection purposes. To insure that the University community is kept informed, regular reports pertaining to the planning process will be made by the Provost.

Summary Schedule for Staff Planning

Stage I - Development of preliminary statements of program objectives and staffing plans

Early May - Distribution of projected enrollment and staffing parameters.

May - June- Each planning unit will begin preparation of draft statements outlining program directions and emphases together with a staffing plan for next six years.

Summer - Periodic work sessions will be held with the Vice Provost for Planning and the appropriate task force from UPAC.

Sept.-Oct.- Units conclude their reports. Following a critique by UPAC, the Vice Provost will prepare a University report to the Provost.

Stage II - Discussions between planning unit administrators and Provost

November-December - Meetings will be held between the Provost and each unit head. Adjustments and refinements to the staffing plans will be made.

Stage III - Utilization of Staff Planning Information

The staff plans will be used by the unit head and the Provost in staffing decisions that occur on a regular basis. The UPAC will use the plans as they consider planning and budget requests. The Board of Trustees will receive briefings on the staff plans and the steps being taken to implement them.

Stage IV - Review and Revision Schedule

The staffing plan developed in 1979 will cover a six year period (1979-85). However, a full review with appropriate revision will occur during the 1980-81 year (tentatively the spring and summer of 1981). The resulting staff plans will cover a new six year period (1981-87).

Initial Discussion Document

Unit: Engineering

Enrollment Projections (FTE):

Current College Enrollment 1978-79	Primary College Estimate 1984-85	Conservative College Estimate 1984-85
655	610	575

Staffing Projections (FTE):

Area	Current-1978-79	Primary Projection-1984-85	Conservative-1984-85
Administration	3.8	3½	3½
Faculty	43.3	49	45
Civil Service	4.5	4½	4½
FTE grad/2	4.4	4½	4½
Total	56.0	Approx. 61½	Approx. 57½

FTE increase "primary": Approximately 1 FTE per year

FTE increase "conservative": Approximately ½ FTE per year

Additional Information

Retirements by 1984-85

Mandatory	2
30 years service	2
Total possible	4 by 1984-85

Likely turnover in faculty and administration by 1984-85 (in addition to retirements)

University average = approx. 2% per year = 5½ total by 1984-85.

Likely turnover in civil service by 1984-85 (includes retirements)

University average = approx. 10% per year = 2½ total by 1984-85.

APPENDIX X

Instructions to Planning Units and Format for Preparation of Staffing Plan Reports

Guidelines for Preparation of Initial Program and Staffing Plans

1. Development of the initial statements of program emphases and related staffing plans for the next three biennia are the responsibility of the head of the planning unit. These initial statements must be within the staffing projections provided to the unit.
2. It is recommended that an advisory committee be appointed by the unit head to assist in development of the initial statements. It is expected that unit heads will solicit and review information from departments and other major program areas. Interaction and discussion between the unit head and the advisory committee and UPAC task force members also is encouraged.
3. The statements of program emphases and staffing plans should be kept as brief and concise as possible.
4. Unit-wide reaction to these initial statements of objectives, program emphases and staffing plan(s) will be solicited during October. Necessary revisions will be made followed by submission of the statements to the Vice-Provost for Planning.

   Meetings will be held with the Provost to discuss the plans submitted. Following these meetings, the unit statements will be reviewed and critiqued by UPAC. A final University report will then be prepared by the Vice-Provost for Planning for submission to the Provost.

To develop the general staffing plan, assume the staffing projections for your unit and, consistent with the program emphases outlined above, indicate your best estimate of the departments, areas or programs where:

A. Vacancies will be filled and, if possible, staff or faculty added.
B. Vacancies may be filled, but only under special circumstances.
C. Replacements probably will not be made.

As part of the general staffing plan, also indicate in priority order the anticipated utilization of resources saved through staff reductions.

Supplemental Plan:

The Supplemental Plan should follow the procedure and general format outlined above for describing program emphases and staffing plans. Special attention should be given to outlining:

A. Specific steps or programs which will demonstrably benefit the unit and the institution.
B. Specific staffing needs associated with "A" that are in excess of the staffing projections provided for the unit.

Instructions for Preparation of Program and Staffing Plans

Program Emphases—General Instructions:

The descriptions of program emphases should be brief, to the point and suggest the actions or directions to be taken by the unit during the next three biennia. The broad, general statements of goals already are incorporated in the *Educational Plan* adopted in 1977, and the statement of unit goals and objectives prepared during 1977-78 and updated during 1978-79. To the extent possible, major program emphases must:

1. Improve Ohio University's ability to recruit and retain high quality graduate and undergraduate students.
2. Increase the quality of scholarship, education or campus life.
3. Increase income or reduce costs at the University.
4. Increase cooperation and utilization of resources both within and between the various planning units.

Program Emphases—Specific Instructions:

These descriptions should outline the major directions or areas of emphasis planned by the unit during the next three biennia. They should be stated as briefly and concisely as possible, and should include the following:

A. A brief description of the major program emphases or direction(s) to be taken by the unit during the next three biennia.
B. A description of plans for program enhancement, reductions, changes, or reallocation of resources within the unit so that the major program emphases can be achieved.
C. A description of special needs associated with the program thrusts.

The attached forms or ones similar to them might be useful in preparation of program and staffing plans.

Staffing Plan:

Staffing as related to achievement of program emphases must be described within the constraints imposed by the staffing guidelines. (Program emphases and directions which require more staff should be included as part of the supplemental plan by the unit.) Upon completion of the descriptions of objectives and program directions, outline the staffing changes anticipated during the next three biennia. Many of the changes will, of course, depend upon available vacancies and will be discussed in regular yearly meetings with the Provost.

Program Scope and Emphases
(1979-80 through 1984-85)

Planning Unit:____

1. Brief description of planned program emphases:

2. Plans for enhancement, reductions, changes or reallocation of resources:

3. Special needs associated with program plans:

Summary Staffing Plan

Planning Unit:____

Major Program Changes Including:

1. Programs/departments where replacement will occur and, if possible, faculty or staff added:

Program/Dept	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85

2. Programs/departments where vacancies may be filled:

Program/Dept	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85

3. Areas where replacements probably will not be made:

Program/Dept	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85

4. Anticipated utilization of portions of resources saved (e.g., increased 300-900, student support, etc.).

Supplemental Plan(s)

Planning Unit:____

1. Brief descripton of proposed program:

2. Demonstrable benefits to the University:

3. Resources the unit will commit toward accomplishment of proposed program:

4. Additional resources needed (including staff) to accomplish the proposed program emphasis:

Outline of Program and Staffing Plan Report from Each Planning Unit

1. A brief description of anticipated trends and changes in the major program areas of your unit is required. This description should be brief and focus on the major changes, reductions, or additions to programs.
2. A description of the unit staffing plan for the next three biennia (1979-80 through 1984-85) is required. It is expected that this description will incorporate known or likely attrition and provide an estimate of staffing priority and changes by major category (faculty, administrative, civil service).
3. A supplemental description of program and staffing needs may be submitted if the unit is confident that the projected staffing for their unit does not accurately reflect anticipated trends and needs.

Timetable for Preparation of Unit Objectives, Program Emphases, and Staffing Plans

May —Distribution of projected enrollment and staffing parameters—Done.

June —Initial meetings between the Provost and unit heads (planning officers) to discuss development of program and staffing plans.

July-September —Development by unit heads of tentative program and staffing plans for their unit.

October —Review and revision of tentative report within the unit. Reports concluded and submitted to Vice-Provost for Planning.

November-December—Final meetings will be held between the Provost Office and each unit head. Adjustments and refinements to the staffing plans will be made. Review and critique by UPAC is followed by preparation of a University-wide report to the Provost.

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